



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

HUERTA ELEMENTARY

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# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Huerta Elementary	39686766118871	Original – 12/14/2017 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

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

Huerta Elementary is implementing a Schoolwide Program.

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

Huerta Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Huerta Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on December 14, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Huerta Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Huerta Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parents, and teachers. In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

## Resource Inequities

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

This section is not applicable for Huerta Elementary.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD: By May 27, 2020 decrease the distance from 3 in ELA for all students by 5 points to -58 points.

By May 27, 2020 decrease the distance from 3 in ELA for English Language Learners by 10 points to -65.6 points.

Math: By May 27, 2020 decrease the distance from 3 in Math for all students by 4 points to -70.9 points.

## Identified Need

### ELA/ELD:

24% of students met Winter MAP Standards in Reading

26% of students met SBAC grade level standards in Reading

1% of EL students met SBAC grade level standards in Reading

20% (42) students were reclassified in 2018

27% of students were in level 4 in the 2018 ELPAC

### Math:

21% of students met Winter MAP Standards in Math

22% of students met SBAC grade level standards in Math

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	63 points below	58 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	74.9 points below	70.9 points below

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students in grades k-8<sup>th</sup> grade  
Subgroups: EL students and Students with Disabilities

**Strategy/Activity**

To provide students with resources and supports to increase writing proficiency across the disciplines using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, marking the text and Cornell Notes) that supports student collaboration (e.g., pair-share, philosophical chairs, fish bowl, and carousel).

Applicable supplemental instructional materials include paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology. AVID organizational tools. Instructional Materials (43110) \$12,235 - LCFF / \$1,295 Title I

Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost (56590)- \$3,500 LCFF

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$12,235 - 43110 (Instructional Materials)	LCFF - 23030
\$1,295- 43110 (instructional Materials)	Title I-
\$3,500 - 56590 (Maintenance Agreements)	LCFF - 23030



## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students in grades k-8<sup>th</sup> grade

Subgroups: EL students and Students with Disabilities

### Strategy/Activity

To provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g., Read Naturally, Mac & Tab Reading) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel).

Two substitute teachers will each work 3 days per week to provide additional support to students in flexible groups. They will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills.

One of the teachers will work with students in K-1 and the other will work with students in grade 2-3.

All Huerta students will have access to the Accelerated Reader Program to build reading fluency and comprehension skills. Accelerated Reader Student License (58450) --\$6,000—LCFF

2 Substitute Teachers X \$200 per day X 37 weeks=\$30,000 Title I

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$6,000 - 58450 (License Agreement AR)

LCFF - 23030

\$30,000 - 11700 (Substitute Teacher)

Title I - 50643

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students in grades k-8<sup>th</sup> grade  
 Subgroups: EL students and Students with Disabilities

#### Strategy/Activity

Huerta teachers will continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math.

Teacher Additional Time for attending PD, planning and collaboration (11500)—19 Teachers X 20 hours X \$60 per hour= \$22,800 --Title I

Instructional Coach will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results.

Instructional Coach—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$60=\$1200 —Title I

Program Specialist Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers during collaboration to assist with planning, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator.

Program Specialist (19101) --\$149,765 LCFF

Program Specialist—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$60=\$1200 —Title I

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$22,800 - 11500 (Teacher Additional Time)	Title I - 50643
\$1,200 - 19500 (Inst Coach Additional Time)	Title I - 50643
\$104,668 - 19101 (1 FTE Program Specialist) \$45,097 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$1,200 - 19500 (Program Spec Additional Time)	Title I - 50643

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Huerta School implements AVID school-wide strategies to all students. Students in grades 7<sup>th</sup>-8<sup>th</sup> have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Huerta has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. Huerta also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, highlighters, planners, and other organizational materials.

AVID students will experience learning opportunities about careers and education through visiting various universities and college campuses through field trips. Field Trip-Non district Trans (58720) -- \$3,000--Title I

Huerta has a team of 6 teachers attending the AVID Summer Institute in Sacramento this summer. Next year Huerta plans to send 6 teachers to the summer institute. The goal is for all Huerta teachers to attend an AVID Summer Institute training for full implementation of the program/strategies at our school.

Duplicating instructional materials, student resources, planners (57150) --\$500--LCFF

AVID Summer Institute- conferences, PLC, CABE, ELD Institute and PBIS (52150) --\$5936--LCFF

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000 - 58720 (Field Trip Non-District)	Title I - 50643
\$500 - 57150 (Duplicating)	LCFF - 23030
\$6,000 - 52150 (Conferences)	LCFF - 23030

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 Our school was AVID certified last school year which is evidence of the full implementation of the school wide AVID strategies: WICOR, Cornell notes, and student data binders. Students used the two and three column notes structures. Students were provided time to revisit their notes, mark up, expand for clarification/expansion.
- 1.2 In order to support students in increasing of academic questioning and improving literacy skills, Read Naturally curriculum, NEWSELA, Mac and Tab Reading, AVID Weekly, and Compass Learning were implemented by the classroom teacher in daily instruction. Classroom teachers in 3rd through 4th grade incorporated a daily math multiplication fluency and school wide Singapore word problem math was used daily to learn how to solve word problems.
- 1.3 Students were more organized through the use of daily planners and students were able to communicate their weekly goals and understanding of tasks at hand. Student data binders demonstrate the student progress through the course of the school year included their drafts and supportive documents.
- 1.4 A) Teachers were given the opportunity to co-plan/co-teach with the instructional coach from August- December. Teachers worked together on lesson studies. Instructional coach provided ongoing coaching support on a weekly basis to all grade levels. It focused on providing new teachers with classroom management strategies with follow up observations and feedback. In addition, most other teachers (all grade levels) received support in DII lesson planning which included providing co-planning, co-teaching and demonstration of lesson support. B) Conferences: A team of teachers attended the AVID Summer Institute and PLC conference. The team brought back the information from the conferences to assist in planning the beginning of the school year training for all teachers. The team selected to focus on the following AVID strategies: note taking, organization, and WICOR. For the PLC process the team focused on a refining norms and setting smart goals, and common formative assessments. The team also identified the essential standards that a student needs to master at the end of each grade level.
- 1.5 The following are materials that were provided to every student; agendas, planners, binders, dividers, pencil pouches, binder paper, and highlighters. Every classroom has screens, doc cameras, laptops to enhance student instruction. We are at 1:1 with student chromebooks.

#### Effectiveness

- 1.1 Percentage of students who met or exceed the standard on the CAASPP ELA: 3rd grade- 29%, 4th grade – 32%, 5th grade- 14%, 6th grade- 21%, 7th grade- 25%, 8th grade- 35%
- 1.2 During action/walks there was a focus in observing the levels of questioning. It was observed that 95% of the teachers were asking level 1 or 2 questions based on Costa's level of questioning.

Based on the number of classroom observations, demos, and ongoing coaching support we reclassified 12 students for the first wave this year. From the classroom observations and academic conferences, teachers were able to demonstrate the evidence of AVID implementation. Based on MAP data students were making growth in certain grade levels.

- 1.3 Student binder checks were conducted once a month by administration. Classroom teachers conducted binder checks monthly. Based on these binder checks it was evident that students were keeping their binders organized according to AVID expectations.
- 1.4 Percentage of students who met or exceed the standard on the CAASPP ELA: 3rd grade- 29%, 4th grade – 32%, 5th grade- 14%, 6th grade- 21%, 7th grade- 25%, 8th grade- 35%. Percentage of students who met or exceed the standard on the CAASPP Math: 3rd grade- 29%, 4th grade- 36%, 5th grade- 8%, 6th grade- 19%, 7th grade- 21%, 8th grade- 18%
- 1.5 Technology in the classroom has enhanced student learning and also provided the opportunity for students to be more engaged and also learn the skills in using technology as part of their everyday learning.

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

#### Material Changes

- 1.1 None.
- 1.2 In 3rd and 4th grade 85% of the students were successful in memorizing their multiplication facts.
- 1.3 None.
- 1.4 None.
- 1.5 None.

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

#### Future Changes

- 1.1 District adopted writing program will be implemented in the following school year.
- 1.2 This school year will continue working with every grade level to identify the essential standards that every student needs to master by the end of the year.
- 1.3 None.
- 1.4 We will continue providing ongoing coaching support to all teachers. Also, PLC grade level teams have been provided with ongoing coaching support with CFAs, SMART goals, collective commitments, and instructional strategies.
- 1.5 Teachers need more support and training on how to use technology to enhance classroom teaching and learning.

## Goal 2 – School Climate

### Suspension –

By May 27, 2020, decrease the distance from 3 in suspensions for all students by -1 points to 0.9.

### Attendance/Chronic Truancy –

By May 27, 2020, decrease the distance from 3 in chronic absenteeism for all students by -5 points to 9.9.

By May 27, 2020, decrease the distance from 3 in chronic absenteeism for students with disabilities by 10 points to 16.8 points.

## Identified Need

### Suspension –

Total number of students suspended in January 2019, was 4 students, in comparison to 2017, total number of students suspended was 27 students, in 2018 total number of students suspended was 11 students.

### Attendance/Chronic Truancy –

Chronic Absenteeism rate in 2018 was 15%.

Number of students chronically absent in January 2019 was 12% or 63 students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	1.9%	.9%
Chronic Absenteeism (All Students)	14.9%	9.9%



**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All Students

Subgroups: EL Students, Socially Economic Disadvantaged and Students with disabilities

**Strategy/Activity**

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, that will decrease discipline and improve attendance.

Implement structured student engagement activities during non-instructional time (recess time) to reduce discipline and maintain a safe learning environment.

Consultant: Sports for Learning will provide structure to the playground while keeping students active and having fun. College athlete coaches have multiple games designed to keep students engaged both mentally and physically. Students play a different game each week, focusing on a specific STEM topic and soccer technique. Sports for Learning will provide lunch recess organized sports for Huerta students. Sports for Learning will assist with improved student attendance and a decrease in the number of discipline on the playground at lunch recess. Consultant- (58100)- 10,000--LCFF

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$10,000 - 58320 (Consultant)

LCFF - 23034

## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

1.1 There was 4 PLUS forms scheduled in the year. PLUS survey was given to students 4-8th 3 times a year to collect data on school climate. Students with good behavior participated in structured student engagement activities. In addition, support staff was provided with a yard-duty handbook which included restorative practice questions to assist in resolving playground issues. Restructured 7th and 8th grade recess location.

#### Effectiveness

1.1 The implementation of restorative practices helped decrease incidents during recess. Student suspension rate has declined from 4% to 2%. As a result of the PLUS forums, there was less students isolated. There was an active PLUS group that focused on including all students in activities.

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

#### Material Changes

1.1 There were less student incidents during recess time in grades 7th and 8th.

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

#### Future Changes

1.1 Planning to provide structured learning activities during lunch recess. Provide opportunities for students to earn incentives for attendance and good behavior. Creating opportunities that are achievable for all students.

## Goal 3 – Meaningful Partnerships

Huerta will maintain 85% of parents participating in academic conferences by May 2020.

### Identified Need

In comparing the Winter MAP 2017 to 2018, the percent of students who met grade level standards in Math declined 24% to 21%.

In comparing the Winter MAP 2017-2018, the percent of students who met grade level standards in Reading increased 22% to 24%.

In comparing the SBAC 2017-2018 the percent of students who met and exceeded standards in math decreased from 24% to 22%

In comparing the SBAC 2017-2018 the percent of students who met and exceeded standards in ELA increased from 24% to 26%.

Number of students who were chronically absent in January 2019 was 12% or 63 students.

Chronic Absenteeism rate in 2018 was 15%

There has been a 3% decrease in student absenteeism.

Total number of students suspended in January 2019, was 4 students.

In comparison to 2017, total number of students suspended was 27 students, In 2018 total number of students suspended was 11 students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Conference - Sign-in sheets	85%	85%

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students in grades k-8<sup>th</sup> grade  
Subgroups: EL students, Socially Economic Disadvantaged and Students with Disabilities

**Strategy/Activity**

Teachers will meet with parents and students at least twice each year to discuss student academic progress and current data. Teachers will have an opportunity to conference during the day with a substitute provided.

Substitute Teachers for Teacher release time and Academic Conferencing (11700)—36 days X \$200=\$7,200--Title I

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$7,200 - 11700 (Substitute Teacher)

Title I - 50643

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students in grades k-8<sup>th</sup> grade

Subgroups: EL students, Socially Economic Disadvantaged and Students with Disabilities

**Strategy/Activity**

Provide parent events such as parent meetings (e.g., Parent Coffee Hours, etc.), ESL classes, computer classes, parent volunteering, college/career readiness events (e.g. field trips, admissions, etc.), workshops (e.g., Parenting Partners, etc.), etc. that combine parenting and leadership skills to empower parents to become vital contributors to their children’s academic success. Parenting Partners focus on three critical outcomes: 1) Positive parent engagement, 2) Improved student academics, 3) Strong home learning environment.

Community assist will work closely with parents to schedule and plan meetings, classes, and workshops based on parent needs. Community Assistant (29101)- \$69,491--Title I

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$36,000 - 29101 (.75 FTE Community Assistant)	Title I - 50672
\$33,491 - 30000 (Statutory Benefits)	Title I – 50672
\$2,496 – 43400 (Parent Meeting)	Title I – 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 Teachers did schedule conferences with parents twice in the academic year. Conferences were scheduled before and after school.
- 1.2 During the 2017-2018 academic school year there were monthly parent meeting opportunities offered. Parent Coffee hours were offered monthly on Thursday's of each week. Through the coffee hour meetings various topics were covered, such as, nutrition, parenting skills and relationship building.

#### Effectiveness

- 1.1 Teachers had the opportunity to meet with parents to discuss academic progress and current data.
- 1.2 On average there was four parent coffee hours offered each month. Most of the parents attending were Spanish speaking, on average there was anywhere from 15-20 parents attending.

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

#### Material Changes

None.

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

#### Future Changes

- 1.1 In the next academic school year teachers will be provided release time during the school day to schedule parent conferences. The conference will include the participation of the student to create academic goals.
- 1.2 Parent workshops will continue to focus on providing skills and information to empower parents to become vital contributors to their children's academic success. Through the district parent empowerment department there will be workshops offered at our school site. Language

Development Department will also be offering parents the opportunity to sign-up for the Latino Literacy Program at our school site.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$138,882
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$326,882

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$138,882

Subtotal of additional federal funds included for this school: \$138,882

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

State or Local Programs	Allocation (\$)
LCFF	\$188,000

Subtotal of state or local funds included for this school: \$188,000

Total of federal, state, and/or local funds for this school: \$326,882