School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

HUERTA ELEMENTARY

Contents

School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Huerta Elementary	39686766118871	Ver 1 – 05/07/2020	Ver 1 – 05/14/2020	Ver 1 – 07/28/2020

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 one-year (2020-2021) 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 05/07/20 and obtained SSC approval on 05/14/20.

Throughout the 2019-2020 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 2019-2020culminating the document 2019-2020 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 the 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 the school year 2029-2020 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.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By May 27, 2021 decrease the distance from standard in ELA for all students by 5 points to -46.1 points.

By May 27, 2021 decrease the distance from standard in ELA for English Language Learners by 10 points to -53.5 points.

School Goal for Math: (Must be a SMART Goal)

By May 27, 2021 decrease the distance from standard in Math for all students by 4 points to -69.5 points.

Identified Need

- Be sure English Learner data is reviewed and included.

CAASPP ELA

2016- 31%

2017- 23.54%

2018-25.89%

2019-26.88%

CAASPP Math

2016- 23%

2017- 23.94%

2018-21.86%

2019- 21.68%

MAP

2018-2019- Percent Meet Standards

Mathematics- 22% (489)

Low performing subgroups:

Special education 9%

English Language Learners 13%

ELA- 22% (490)

Low performing subgroups:

Special Education 3%

English Language Learners 8%

ELPAC

2019

Level 1 - 14.77%

Level 2- 35.57%

Level 3- 40.94%

Level 4- 8.72%

Reclassification Rates

2015-16: 11.20%

2016-17: 21.60%

2017-18: 19.60%

2018-19: 6.20%

I-ready Diagnostics

ELA

	Fall	Winter
On level/Above	10%	20%
1 level below	39.1%	40.9%
2 or more levels below	51.2%	37.8%

Math

	Fall	Winter
On level/Above	9.2%	16.4%
1 level below	49.7%	52.3%
2 or more levels below	41.1%	31.3%
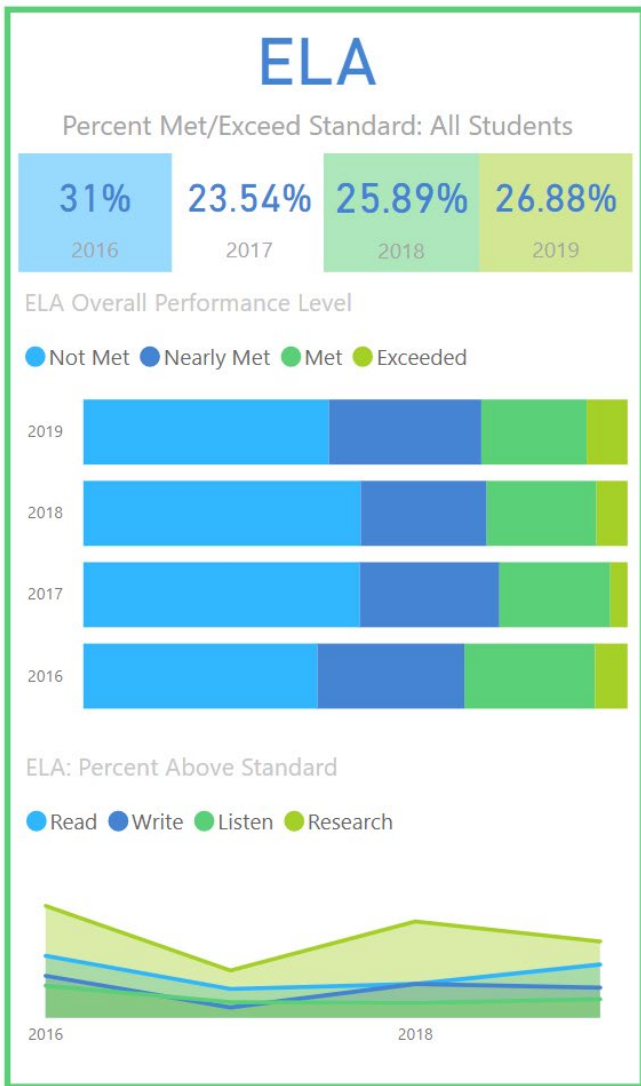
ELA

Percent Met/Exceed Standard: All Students

31%	23.54%	25.89%	26.88%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
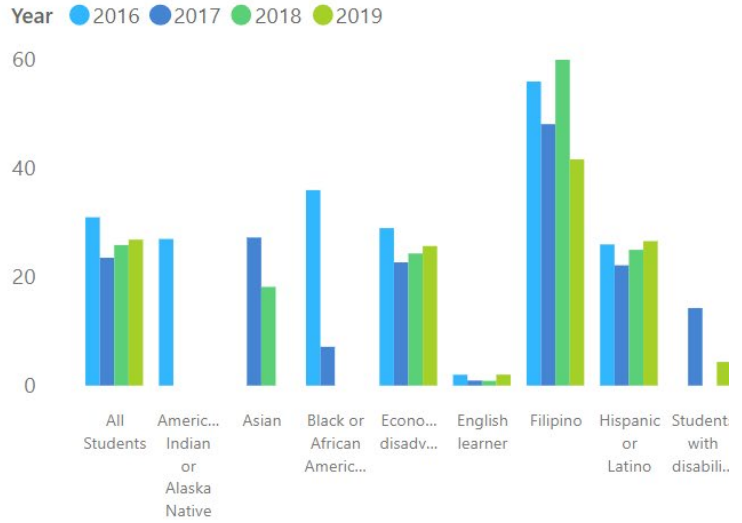
Year ● 2016 ● 2017 ● 2018 ● 2019
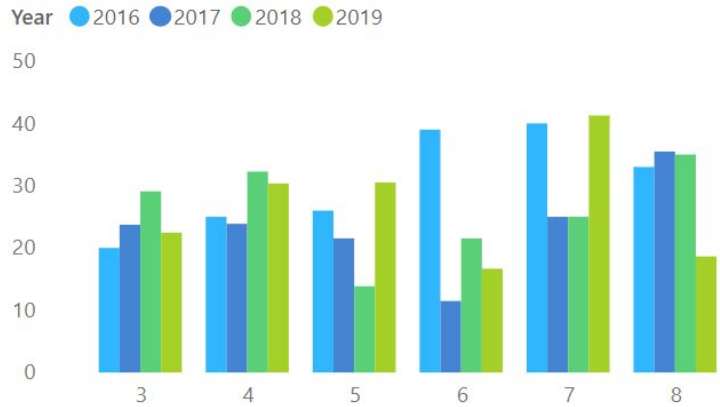
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

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ELA
Distance from Standard
All Students - [points]

-44.50	-67.70	-63.00	-51.10
2016	2017	2018	2019
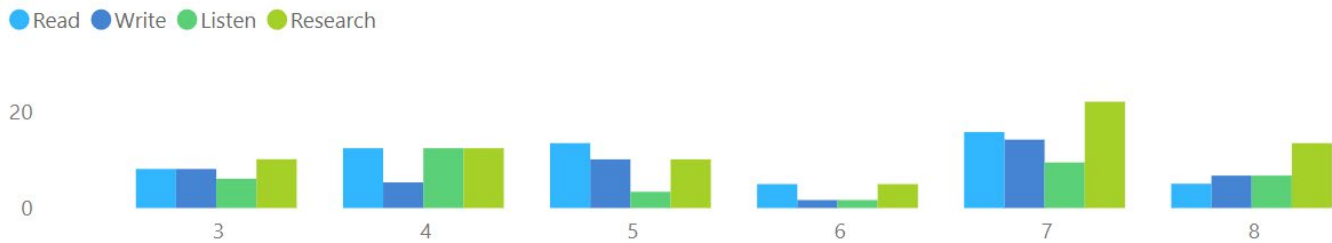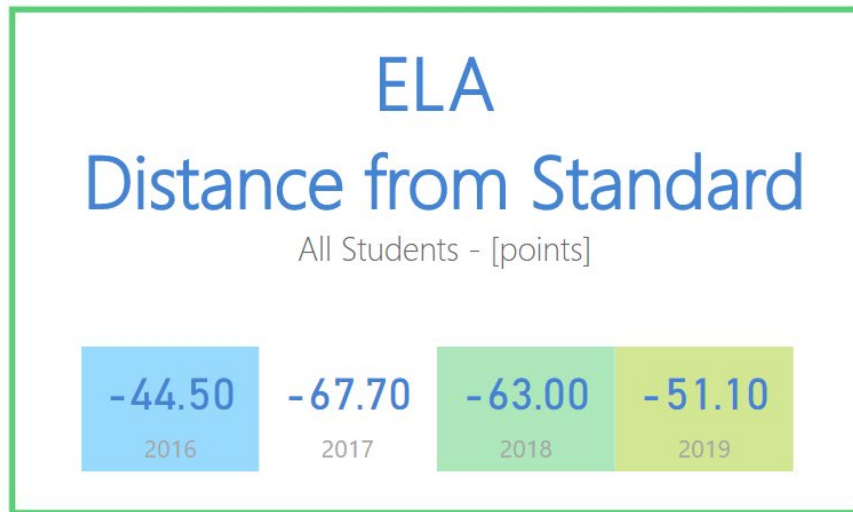
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

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2019 Summative ELPAC

ELPAC Overall Performance Level

14.77%	35.57%	40.94%	8.72%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

- Level 1
- Level 2
- Level 3
- Level 4

Oral Language Overall Performance Level

| 7% | 23% | 44% | 26% |
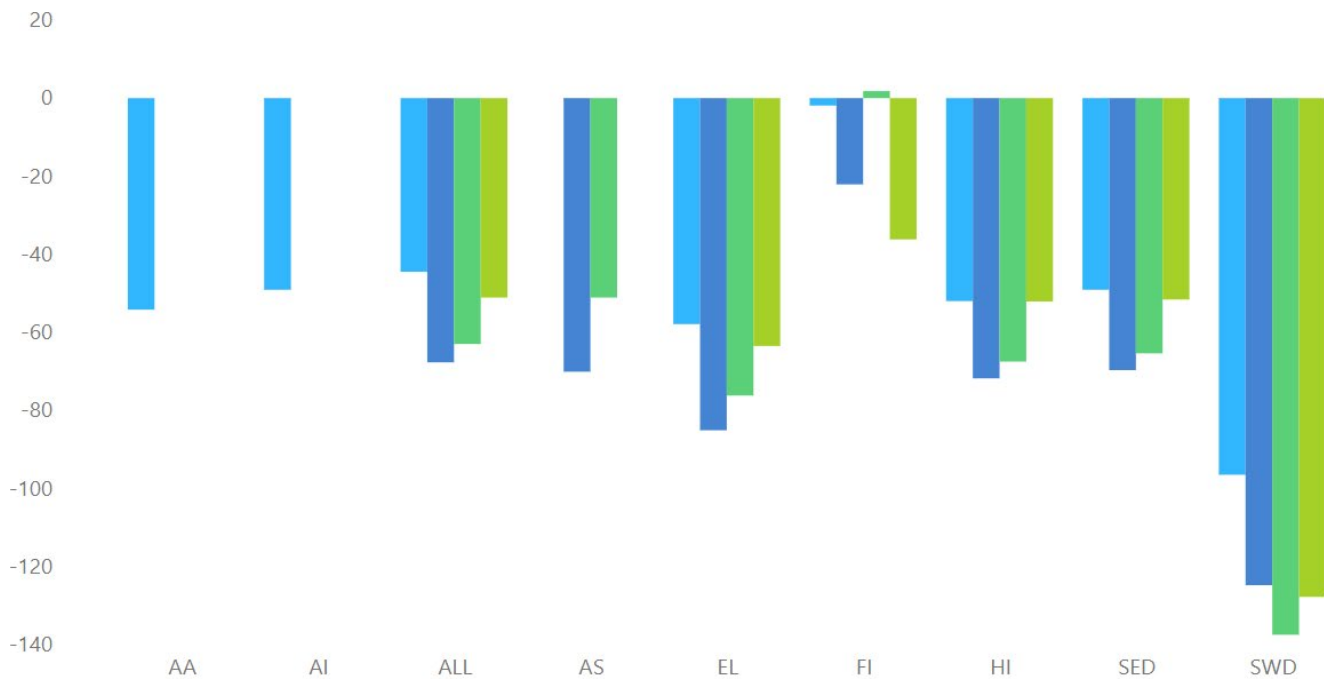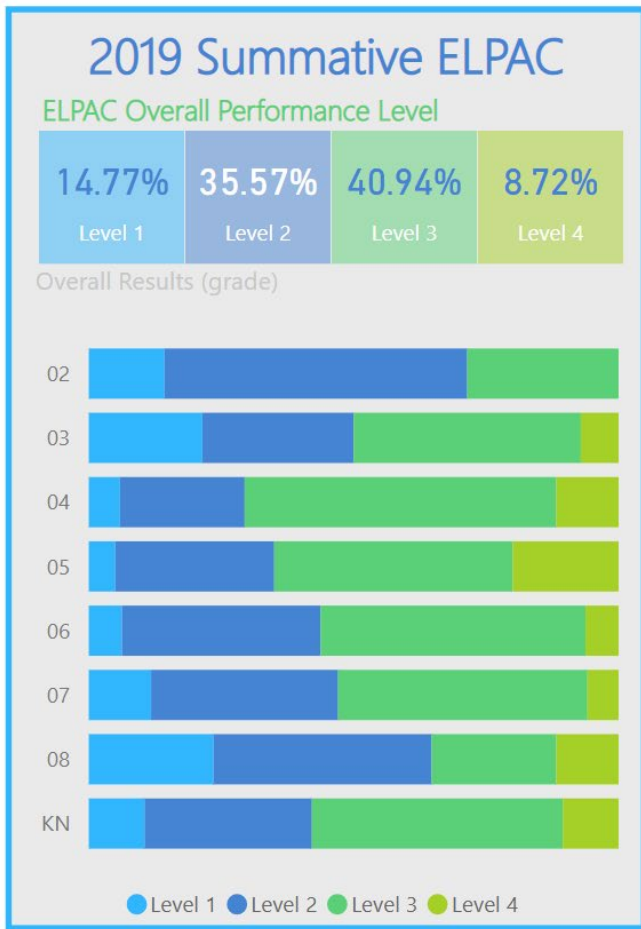
- Level 1
- Level 2
- Level 3
- Level 4
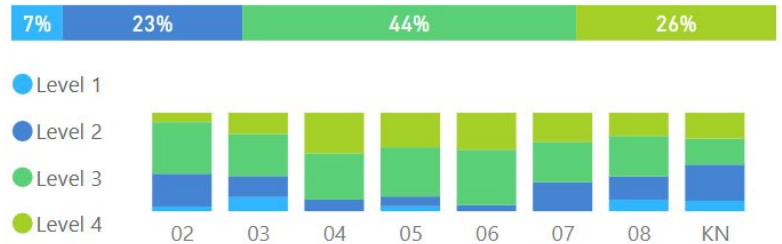
Written Language Overall Performance Level

| 31% | 50% | 19% |

- Level 1
- Level 2
- Level 3
- Level 4
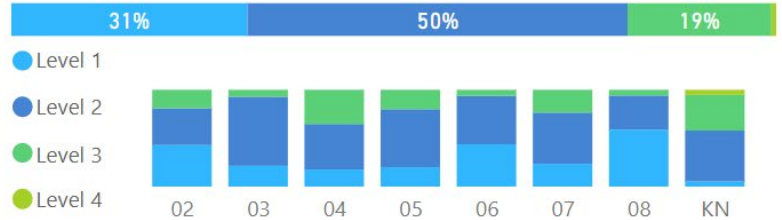
Performance Area: Percent Well Developed

- Listen
- Speak
- Read
- Write
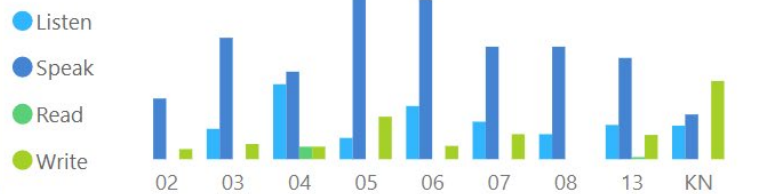
English Learner Progress
Reclassification Rates

2015-16	2016-17	2017-18	2018-19
11.20%	21.60%	19.60%	6.20%

English Learner Progress Indicator (ELPI)

28.3%

ELPI 2019
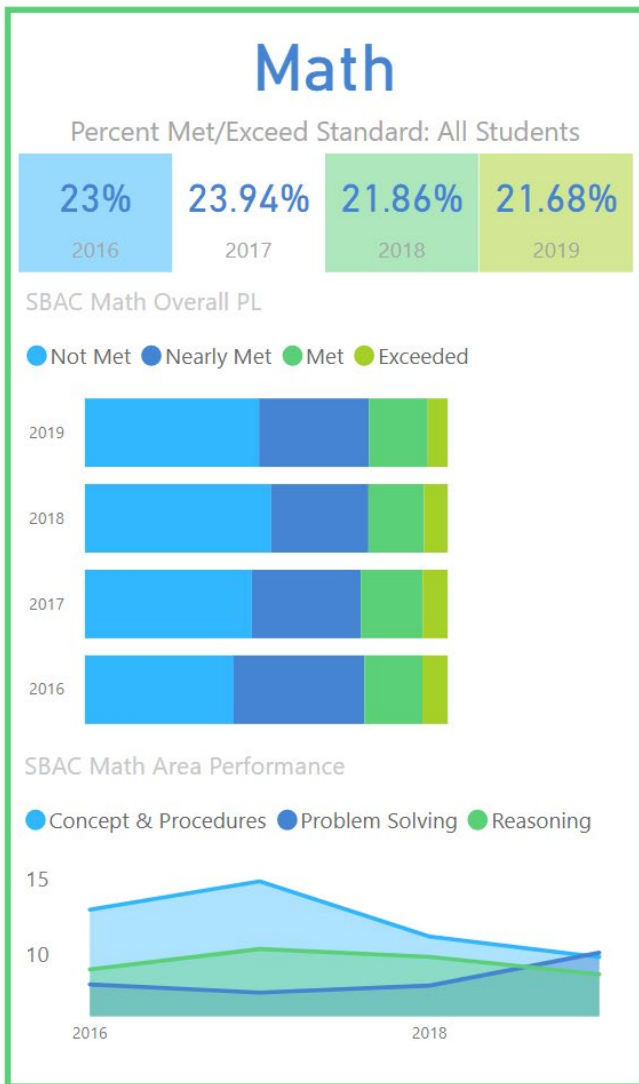
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Math

Percent Met/Exceed Standard: All Students

23%	23.94%	21.86%	21.68%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning
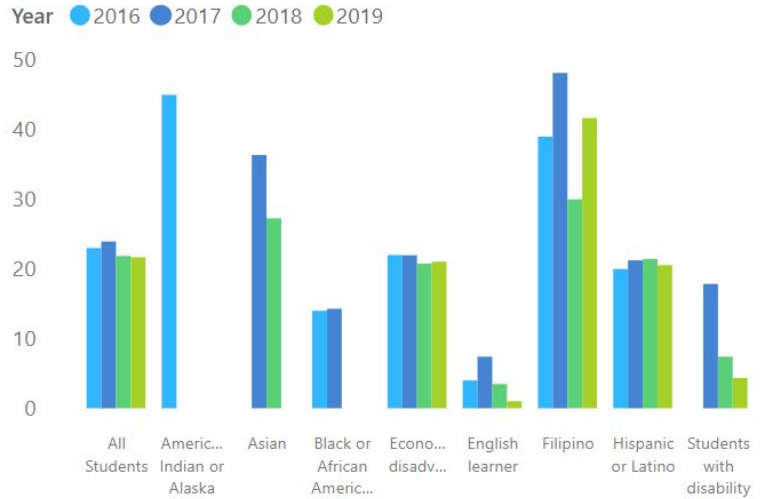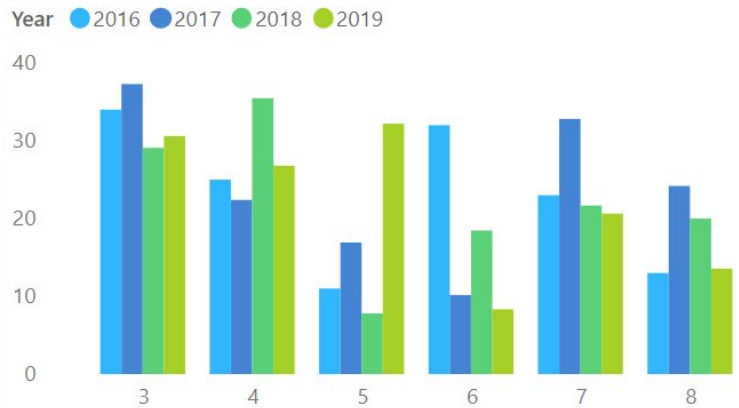
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

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Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

k

PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

21.00% 23.00% 21.00%
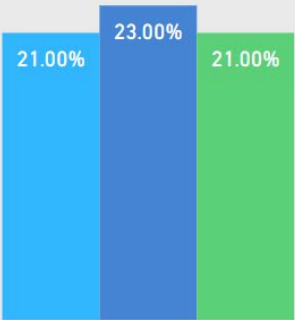
Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

15.00% 11.00% 17.00%

Percent Met ERW & Math Benchmark

11.00% 9.00% 9.00%

2016 2017 2018

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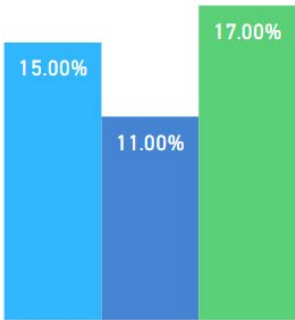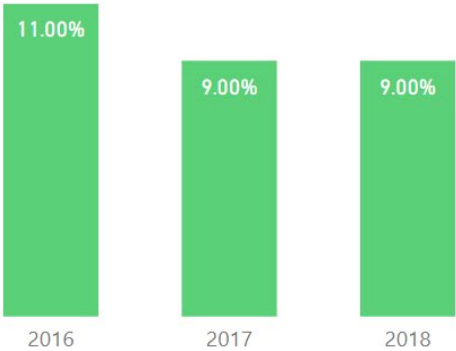
Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-51.1 points below	-46.1 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-72.5 points below	-69.5 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-8th 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) $11,684- LCFF/ $28,214 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)- $5,000 LCFF

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$28,214	43110	Instructional Materials

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$11,684	43110	Instructional Materials
$5,000	56590	Maintenance Agreement

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-8th 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., Benchmark, i-ready, and Accelerated Reader) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel).

1 substitute teacher will work 3 days (Tuesday-Thursday) 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.

The teacher will work with students in K-3.

1 Substitute Teacher X $200 per day X 20 weeks (100 days) = (11700) $20,000 Title I

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

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$20,000	11700	Teacher Substitute

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$6,000	58450	License Agreement AR

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-8th 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. In addition, teachers will have the opportunity to attend conferences for professional development.

Teacher Additional Time for attending PD, planning and collaboration (11500)—19 Teachers X 10 hours X $60 per hour= $10,800 --Title I

Conferences: AVID, PLC, CABE, ELD Institute and PBIS (52150)- $5,000 LCFF

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) --$69,556 LCFF

Program Specialist—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X $60=$1,200 —LCFF

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$10,800	11500	Teacher Additional Comp
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,000	52150	Conference
$2,400	19500	Inst Coach Additional Comp
$69,556	19101	.5 FTE Program Specialist (salary and benefits)
$1,200	19500	Program Specialist Additional Comp

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 7th-8th 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. The goal is for all Huerta teachers to attend an AVID Summer Institute training for full implementation of the program/strategies at our school.

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) -- $6,000--Title I

 AVID Summer Institute- (52150) $5,000 ----LCFF

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teacher Additional Time for extend year programming (11500)—19 Teachers X 14 hours X $60 per hour= $15,960 (Allocating $16,000 LCFF)

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$6,000	58720	Field-Trip-Non-District Trans

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,000	52150	Conferences
$16,000	11500	Teacher- Add Comp

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 5

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 for the 2018-2019 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. The actions were stopped due to COVID-19 pandemic.

1.2 In order to support students in increasing of academic questioning and improving literacy skills, benchmark curriculum, Accelerated Reader, and AVID Weekly were implemented by the classroom teacher in daily instruction. Classroom teachers in 3rd through 8th grade incorporated math routines in fluency and school wide ready math word problem routines were used to learn how to solve word problems. The actions were stopped due to COVID-19 pandemic.

1.3 A) Teachers were given the opportunity to co-plan/co-teach with the instructional coach from August- May. Teachers worked together on lesson studies. The 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 lesson planning using the new district adopted curriculum, which included providing co-planning, co-teaching and demonstration of lesson support. B) Conferences: A team of teachers attended the FALL AVID Pathways and PLC Training. 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 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. The actions were stopped due to COVID-19 pandemic.

1.4 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 including their drafts and supportive documents. 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. The actions were stopped due to COVID-19 pandemic.

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 None.

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 We will continue to implement the district adopted curriculum focusing on writing 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

School Goal for Suspension: (Must be a SMART Goal)

By May 27, 2021, decrease suspensions for all students by -1 points to 1.2.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By May 27, 2021, decrease chronic absenteeism for all students by -3 points to 9.1.

By May 27, 2021, decrease chronic absenteeism for students with disabilities by -10 points to 6.20.

Identified Need

Suspension –

2016- 1.3%

2017- 4.4%

2018- 1.9%

2019- 2.2%

2016- Subgroup with highest suspension rate was students with disabilities

2017- Subgroup with highest suspension rate was homeless, African American, student with disabilities

2018- subgroup with the highest suspension rate was American Indian or Native American and students with disabilities.

2019- Subgroup with the highest suspension rate was African American, Filipino and homeless.

Attendance/Chronic Truancy –

2017- 13.4%

2018- 14. 9%

2019- 12.1%

2020- 12.9% (mid Feb.)

2017- subgroups with absenteeism rate was African American, Socially economic disadvantage, and students with disabilities

2018- subgroups with highest absenteeism rate was African American, homeless and students with disabilities

2019- Subgroups with highest absenteeism rate was African American and students with disabilities
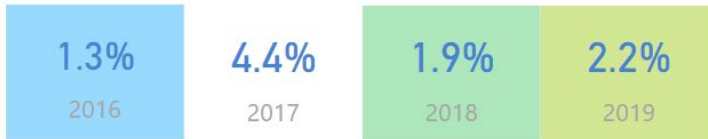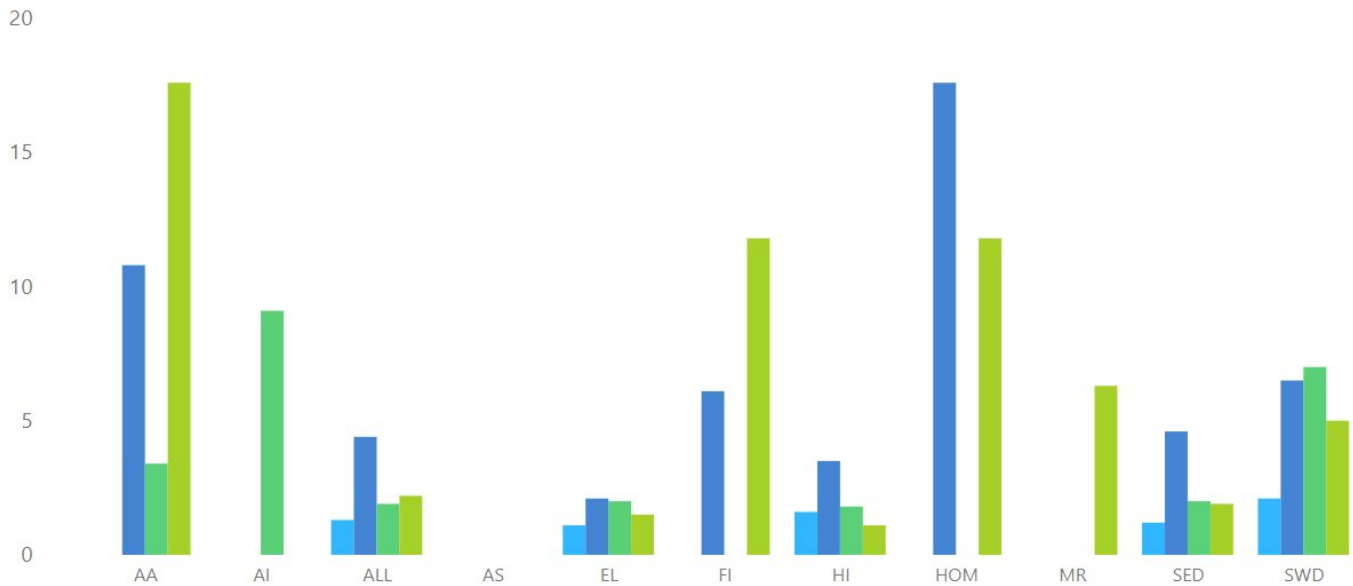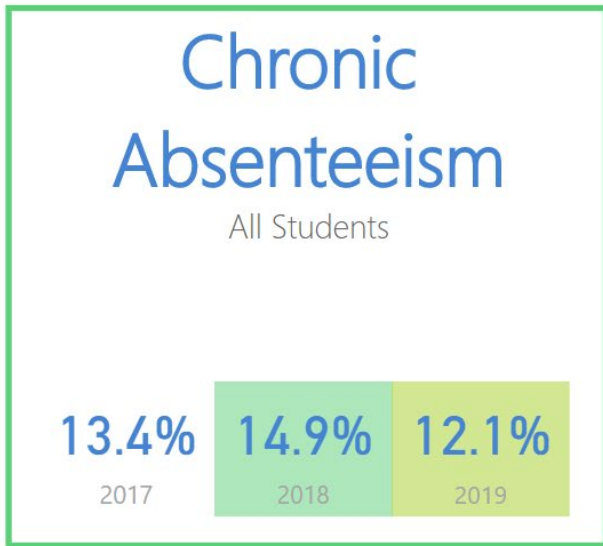
Chronic Absenteeism Rate by Student Group and Year
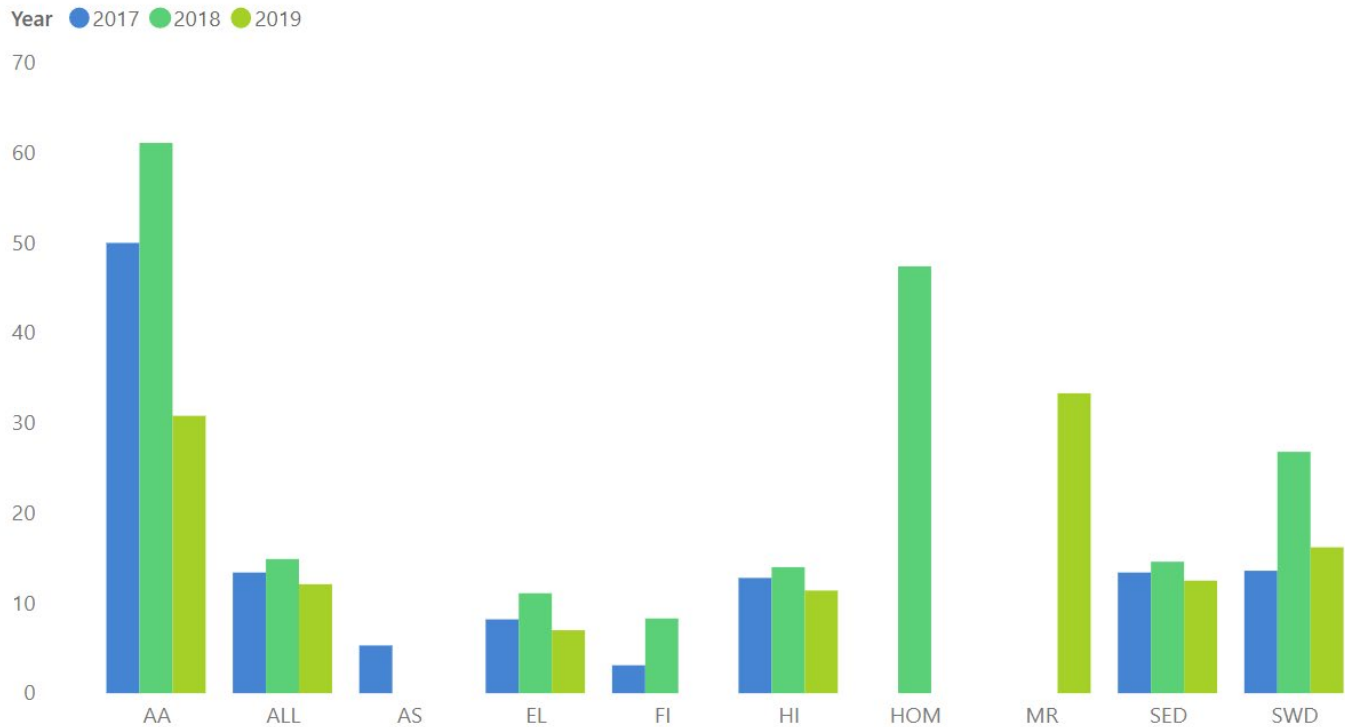
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	2.2%	1.2%
Chronic Absenteeism (All Students)	12.1%	6.20%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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 programs such as PBIS, Restorative Justice, PLUS program, mindfulness, counseling, structured student engagement activities, that will decrease discipline and improve attendance.

Implement the Mindful Life Project school wide to empower students and educators with mindfulness based programming that builds self-awareness, self-regulation, perseverance, resilience and social-emotional intelligence that enable them to thrive in their classrooms, school and their community.

Consultant: Mindful Life Project will provide teachers and counselors Mindful Educator Training, Mindful Life Project curriculum training and consulting, as well as Mindful Life assemblies. Consultant (58100) -16,000 --LCFF

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 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$26,000	58100	Consultant – Non-Instructional

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

PLUS survey was given to students 4-8th 2 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. The actions were stopped due to COVID-19 pandemic.

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 lunch time activities, there were 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-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 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

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

Huerta will maintain 85% of parents participating in academic conferences by May 2021.

Identified Need

Meaningful Partnerships:

Meaningful Partnerships:

Back to School Night attendance overall in 19-20:

290 Families Attended

Spring Open House:

 2019- total families: 218

Parent Classes:

15 participants each session/sessions are always full and waitlist is created

-English classes

-Latino Literacy

Family Nights (Math/Science, AVID and Literacy) 2019-2020:

On average there are about 100 families participating in these events based on family sign-ins

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-8th 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 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$7,200	11700	Substitute Teacher

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

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-8th 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.

The Community Assistant 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 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$53,870	29101	.75 FTE Community Assistant (salary and benefits)
$2,513	43400	Parent Meeting

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 during the school. The actions were stopped due to COVID-19 pandemic.

1.2 During the 2018-2019 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, basic computer classes and relationship building. The actions were stopped due to COVID-19 pandemic.

Effectiveness

1.1 Teachers had the opportunity to meet with parents to discuss academic progress and current data. K-6th grade had 85% parent participation or more.

1.2 On average there were 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. Administrator and Community Assistant will provide students the opportunity to attend the Latino Literacy workshop, offered at the 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	$128,597
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	$276,437

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	$128,597

Subtotal of additional federal funds included for this school: $128,597

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	$147,840

Subtotal of state or local funds included for this school: $147,840

Total of federal, state, and/or local funds for this school: $276,437

Budget Spreadsheet Overview – Title I

HUERTA
Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$	126,084
TOTAL BUDGET DISTRIBUTED BELOW	$	126,084
TO BE BUDGETED (Should be $0.)		0

50647		
TOTAL ALLOCATION	$	2,513
TOTAL BUDGET DISTRIBUTED BELOW	$	2,513
TO BE BUDGETED (Should be $0.)		0

				TITLE I					
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	TOTAL BUDGET	
Personnel Cost-Including Benefits									
11500	Teacher - Add Comp		$ 10,800					$	10,800
11700	Teacher Substitute		$ 20,000			$ 7,200		$	27,200
12151	Counselor							$	-
13201	Assistant Principal							$	-
19101	Program Specialist							$	-
19101	Instructional Coach							$	-
19500	Instr. Coach-Add Comp							$	-
	OTHER Certificated							$	-
21101	Instructional Assistant							$	-
21101	CAI Assistant							$	-
21101	Bilingual Assistant							$	-
24101	Library Media Clerk							$	-
29101	Community Assistant	0.7500				$ 53,870		$	53,870
	OTHER Classified							$	-
30000	Statutory Benefits							$	-
	Sub Total - Personnel/Benefits		$ 30,800	$ -	$ -	$ 61,070	$ -	$	91,870
Books & Supplies									
42000	Books							$	-
43110	Instructional Materials		$ 28,214					$	28,214
43200	Non-Instructional Materials							$	-
43400	Parent Meeting						$ 2,513	$	2,513
44000	Equipment							$	-
43150	Software							$	-
	OTHER							$	-
	OTHER							$	-
	Sub Total-Supplies		$ 28,214	$ -	$ -	$ -	$ 2,513	$	30,727
Services									
57150	Duplicating							$	-
57250	Field Trip-District Trans							$	-
57160	Nurses							$	-
56590	Maintenance Agreement							$	-
56530	Equipment Repair							$	-
52150	Conference							$	-
58450	License Agreement							$	-
58720	Field Trip-Non-District Trans		$ 6,000					$	6,000
58920	Pupil Fees							$	-
58100	Consultants-instructional							$	-
58320	Consultants-Noninstructional							$	-
	OTHER							$	-
	OTHER							$	-
	Sub Total-Services		$ 6,000	$ -	$ -	$ -	$ -	$	6,000
	GRAND TOTAL		$ 65,014	$ -	$ -	$ 61,070	$ 2,513		

Budget Spreadsheet Overview – LCFF

HUERTA
Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$	147,840
TOTAL BUDGET DISTRIBUTED BELOW	$	147,840
TO BE BUDGETED (Should be $0.)		0

			LCFF				
			23030 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 GOAL #3	
Object	Description	FTE	STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		$ 16,000				$ 16,000
11700	Teacher Substitute						$ -
12151	Counselor						$ -
13201	Assistant Principal						$ -
19101	Program Specialist	0.5000	$ 69,556				$ 69,556
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp		$ 2,400				$ 2,400
	OTHER Certificated		$ 1,200				$ 1,200
21101	Instructional Assistant						$ -
21101	CAI Assistant						$ -
21101	Bilingual Assistant						$ -
24101	Library Media Clerk						$ -
29101	Community Assistant						$ -
	OTHER Classified						$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		$ 89,156	$ -	$ -	$ -	$ 89,156
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 11,684				$ 11,684
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment						$ -
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		$ 11,684	$ -	$ -	$ -	$ 11,684
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement		$ 5,000				$ 5,000
56530	Equipment Repair						$ -
52150	Conference		$ 10,000				$ 10,000
58450	License Agreement		$ 6,000				$ 6,000
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional				$ 26,000		$ 26,000
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		$ 21,000	$ -	$ 26,000	$ -	$ 47,000
	GRAND TOTAL		$ 121,840	$ -	$ 26,000	$ -	$ 147,840