School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/23/2021

Version 3 – 06/22/2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Huerta Elementary	39686766118871	Ver 1 – 05/07/2020 Ver 2 – Ver 3 – 05/13/2021	Ver 1 – 05/14/2020 Ver 2 – 02/11/2021 Ver 3 – 06/08/2021	Ver 1 – 07/28/2020 Ver 2 – 02/23/2021 Ver 3 – 06/22/2021

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%

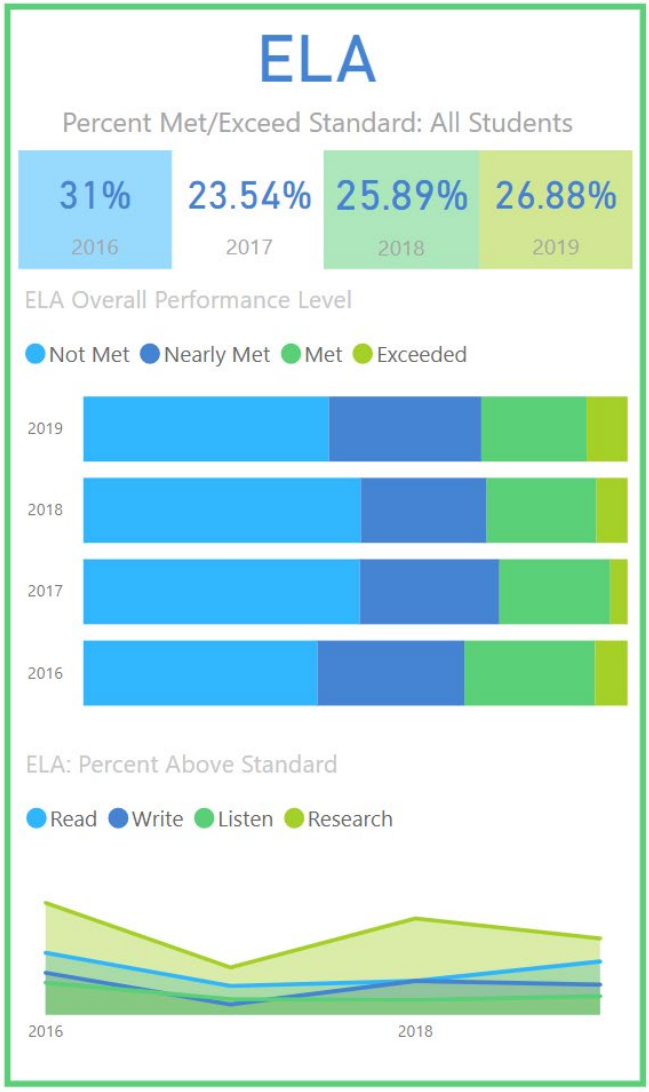
I-ready Diagnostics

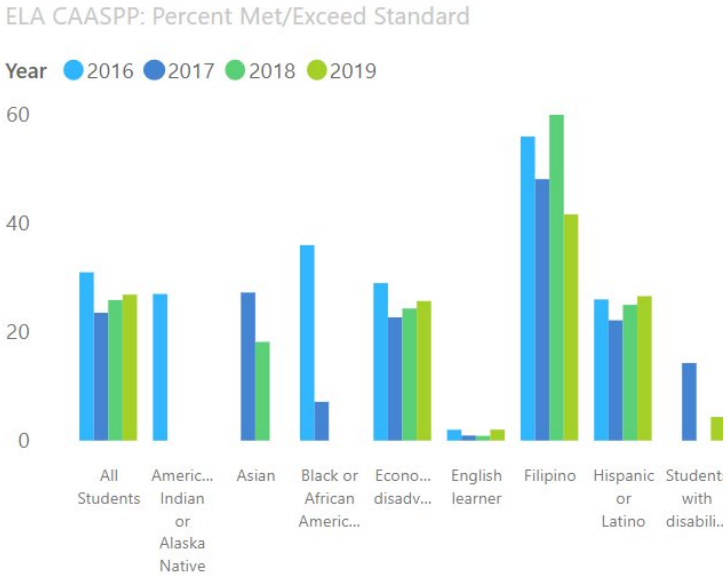
ELA

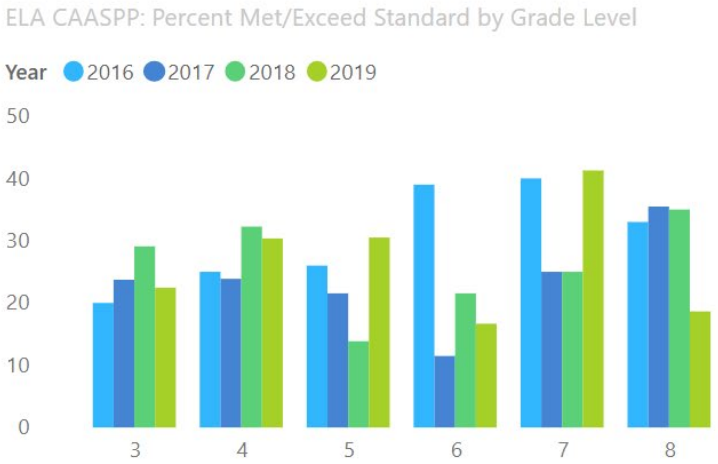
	Fall	Winter
On level/Above	10%	20%
1 level below	39.1%	40.9%
2 or more levels below	51.2%	37.8%

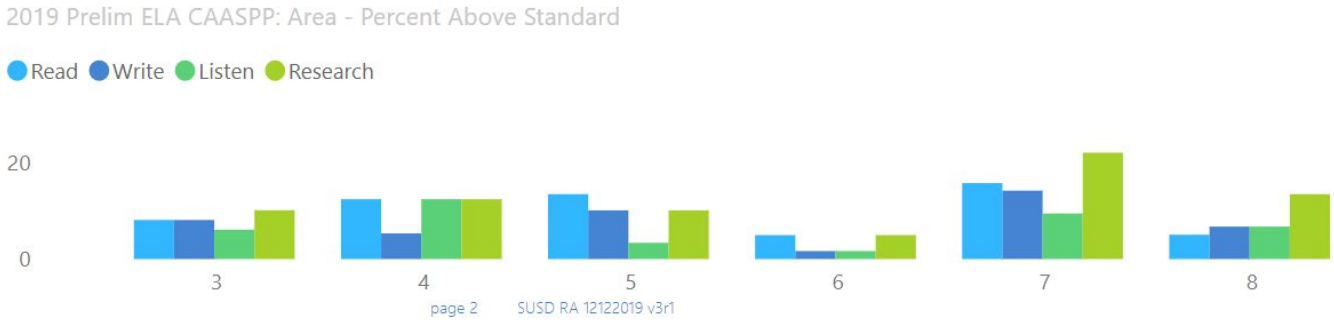
Math

	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%
2016
23.54%
2017
25.89%
2018
26.88%
2019
ELA Overall Performance Level
Not Met
Nearly Met
Met
Exceeded
2019
2018
2017
2016
ELA: Percent Above Standard
Read
Write
Listen
Research
2016
2018


ELA CAASPP: Percent Met/Exceed Standard
Year
2016
2017
2018
2019
60
40
20
0
All Students
Americ... Indian or Alaska Native
Asian
Black or African Americ...
Econo... disadv...
English learner
Filipino
Hispanic or Latino
Student with disabili..


ELA CAASPP: Percent Met/Exceed Standard by Grade Level
Year
2016
2017
2018
2019
50
40
30
20
10
0
3
4
5
6
7
8


2019 Prelim ELA CAASPP: Area - Percent Above Standard
Read
Write
Listen
Research
20
0
3
4
5
6
7
8
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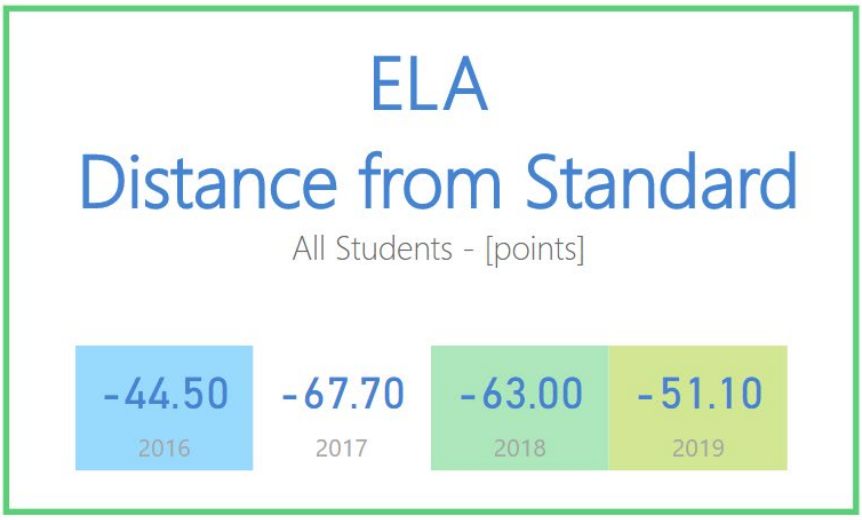
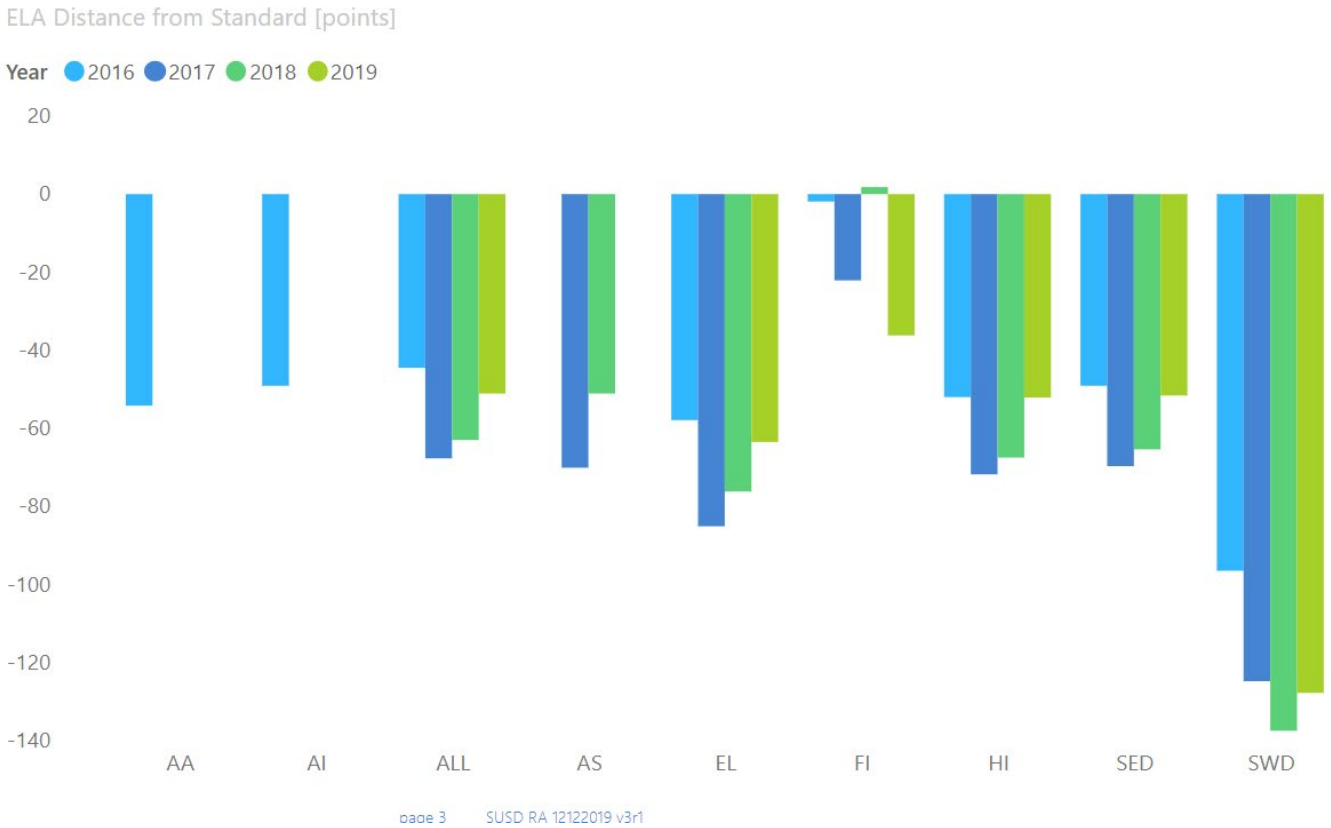

ELA
Distance from Standard
All Students - [points]
-44.50
2016
-67.70
2017
-63.00
2018
-51.10
2019


ELA Distance from Standard [points]
Year 2016 2017 2018 2019
20
0
-20
-40
-60
-80
-100
-120
-140
AA
AI
ALL
AS
EL
FI
HI
SED
SWD
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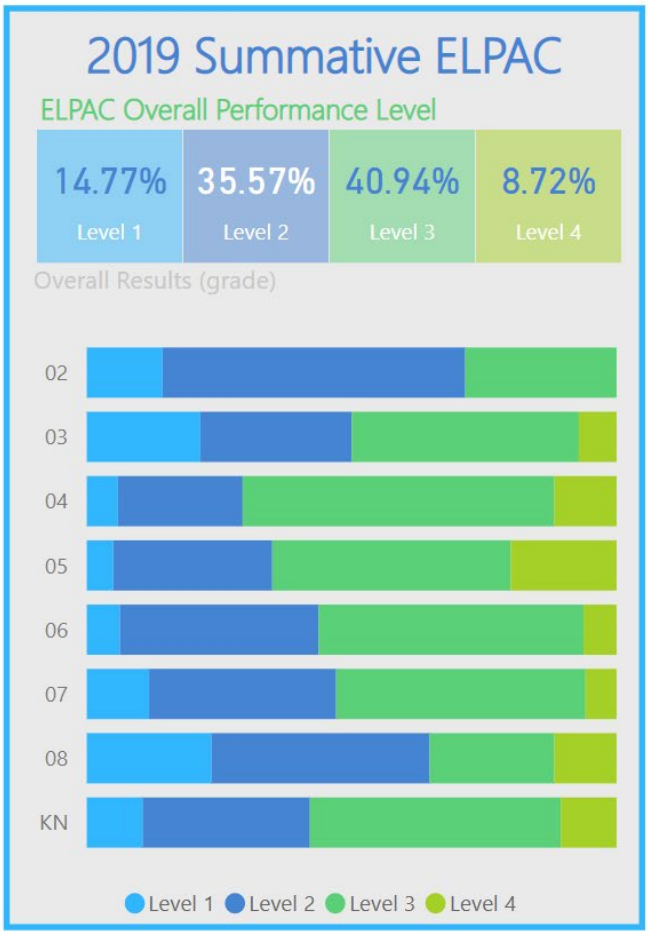

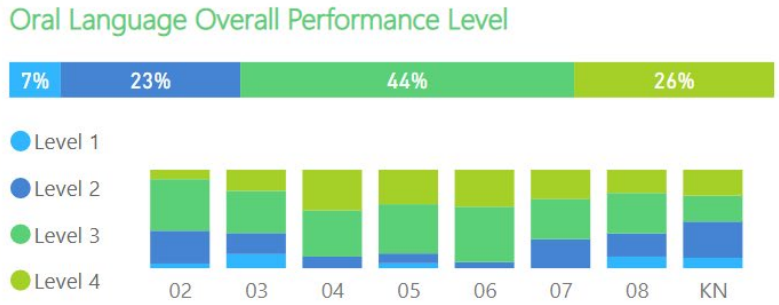

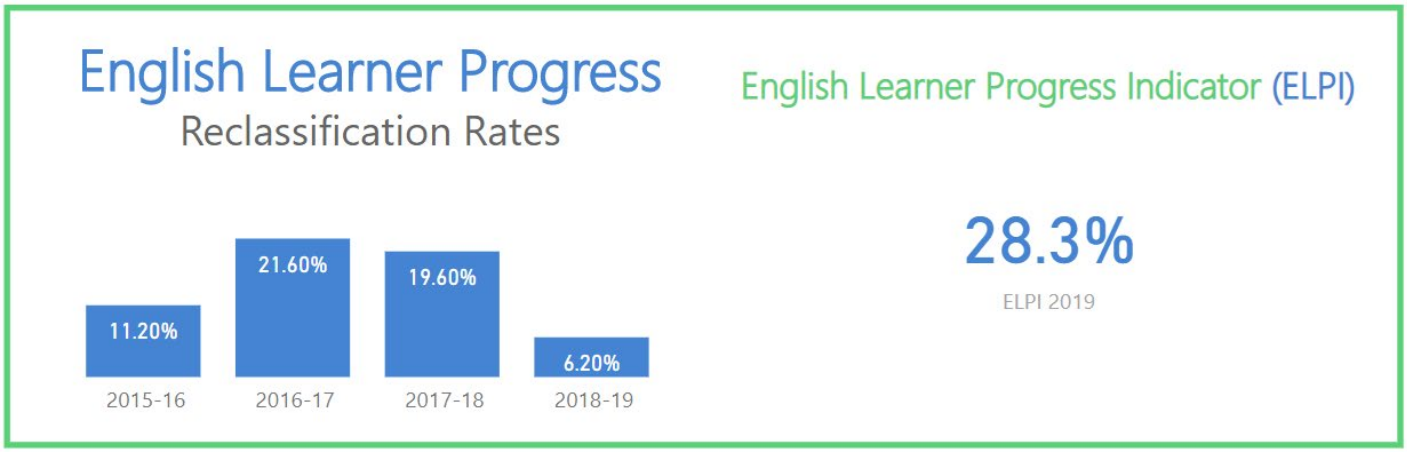

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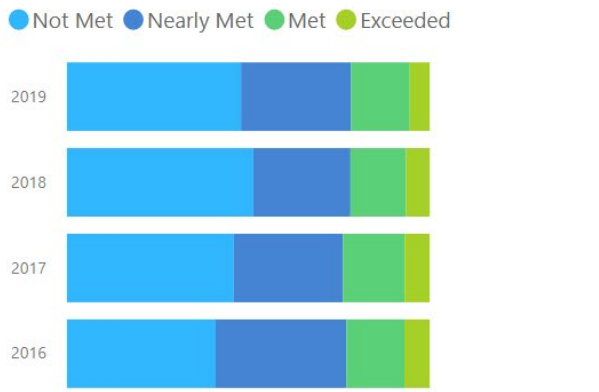
Math

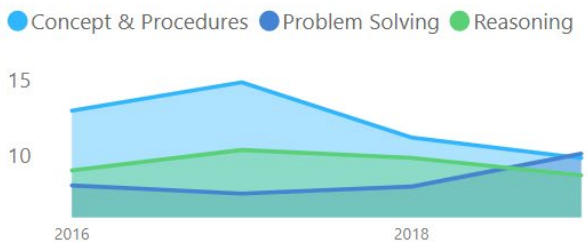
Percent Met/Exceed Standard: All Students

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

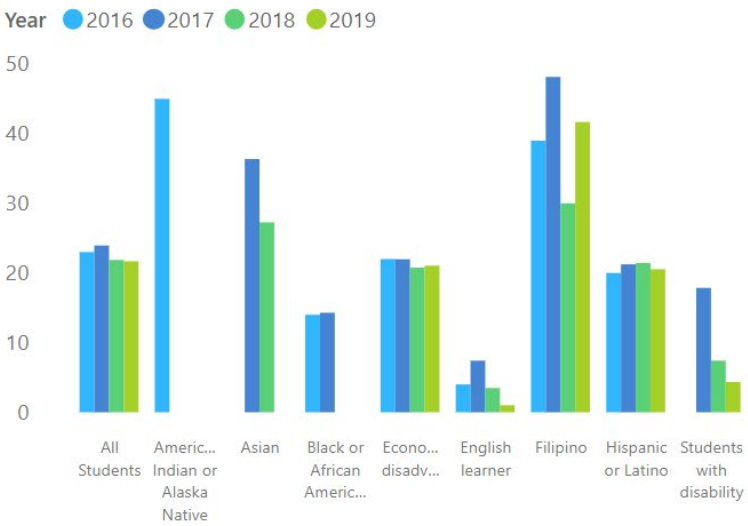
SBAC Math Overall PL



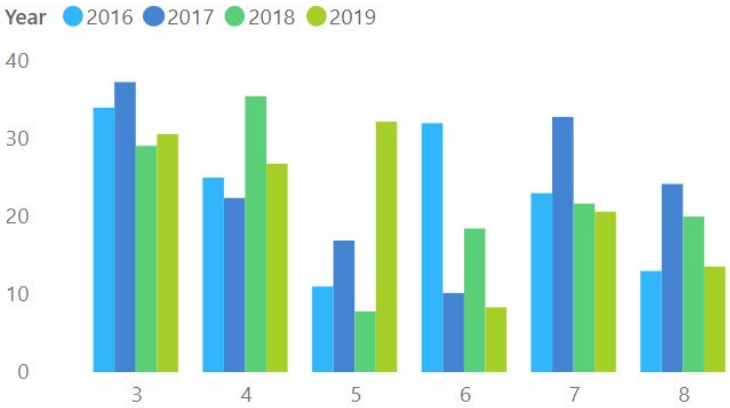
SBAC Math Area Performance



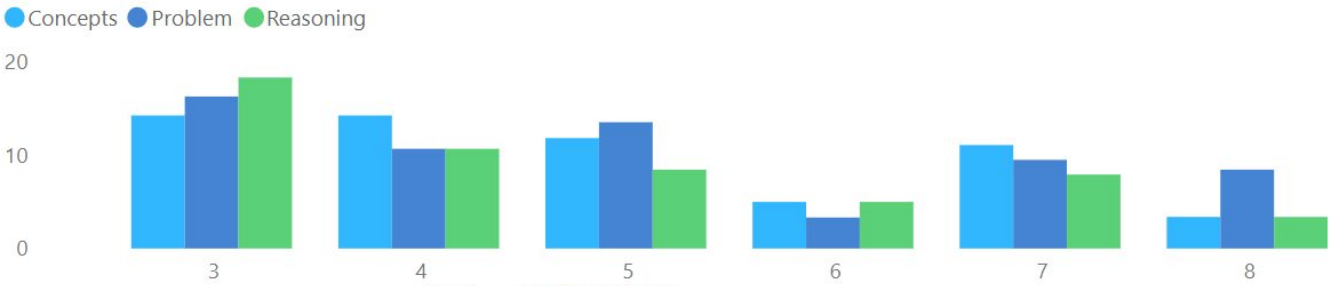
Math CAASPP: Percent Met/Exceed Standard



Math CAASPP: Percent Met/Exceed Standard by Grade Level



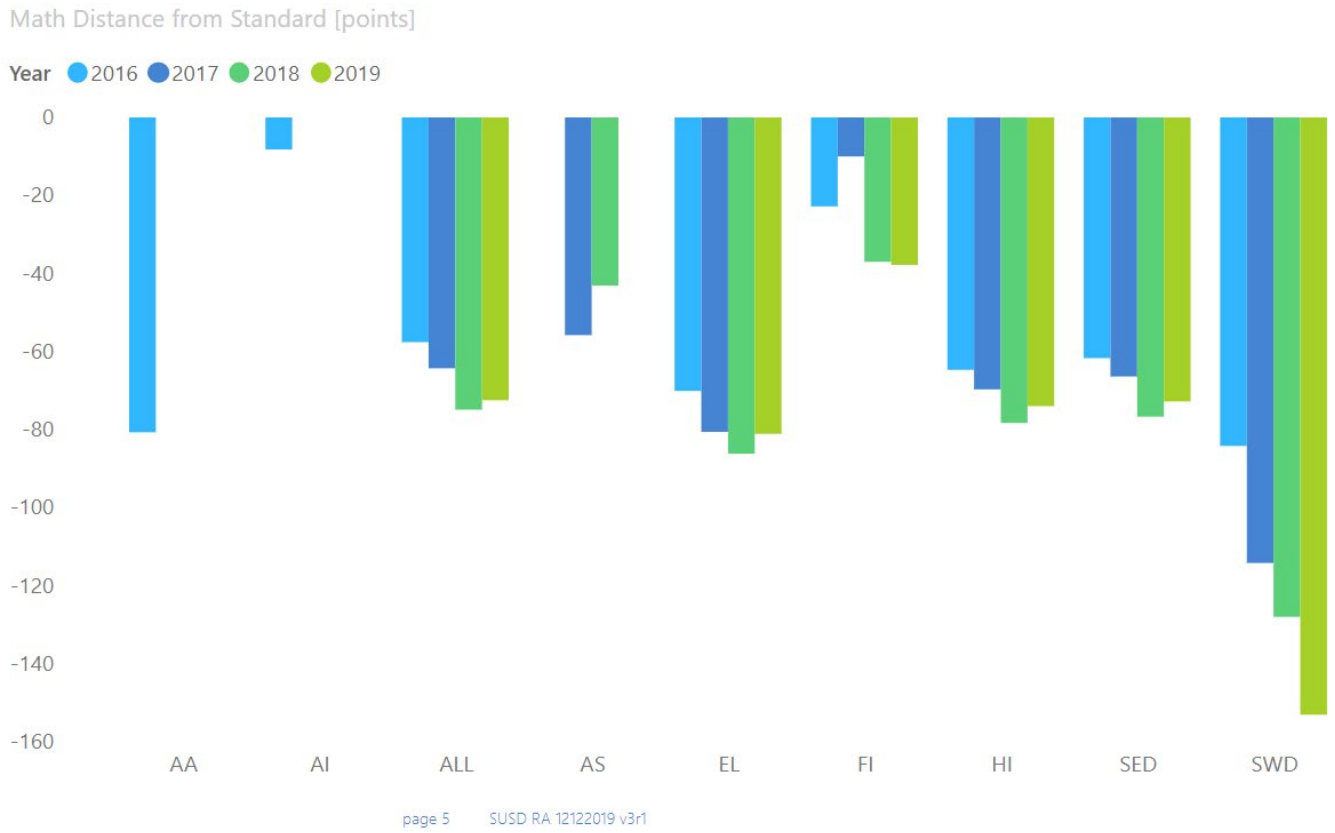
2019 Math CAASPP: Percent Above Standard



Math
Distance from Standard

All Students - [points]

-57.60	-64.30	-74.90	-72.50
2016	2017	2018	2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

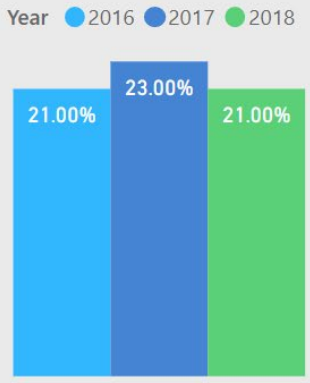
Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

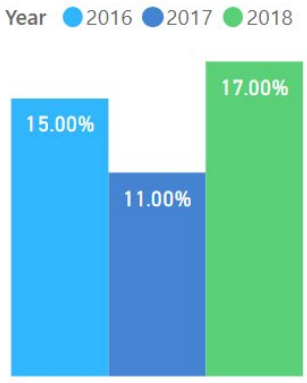
k

PSAT 8/9 Grade 8

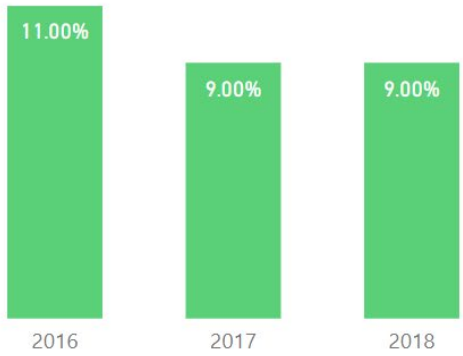
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



Percent Met ERW & Math Benchmark



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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

Suspension Rate

All Students

percent of unduplicated suspension

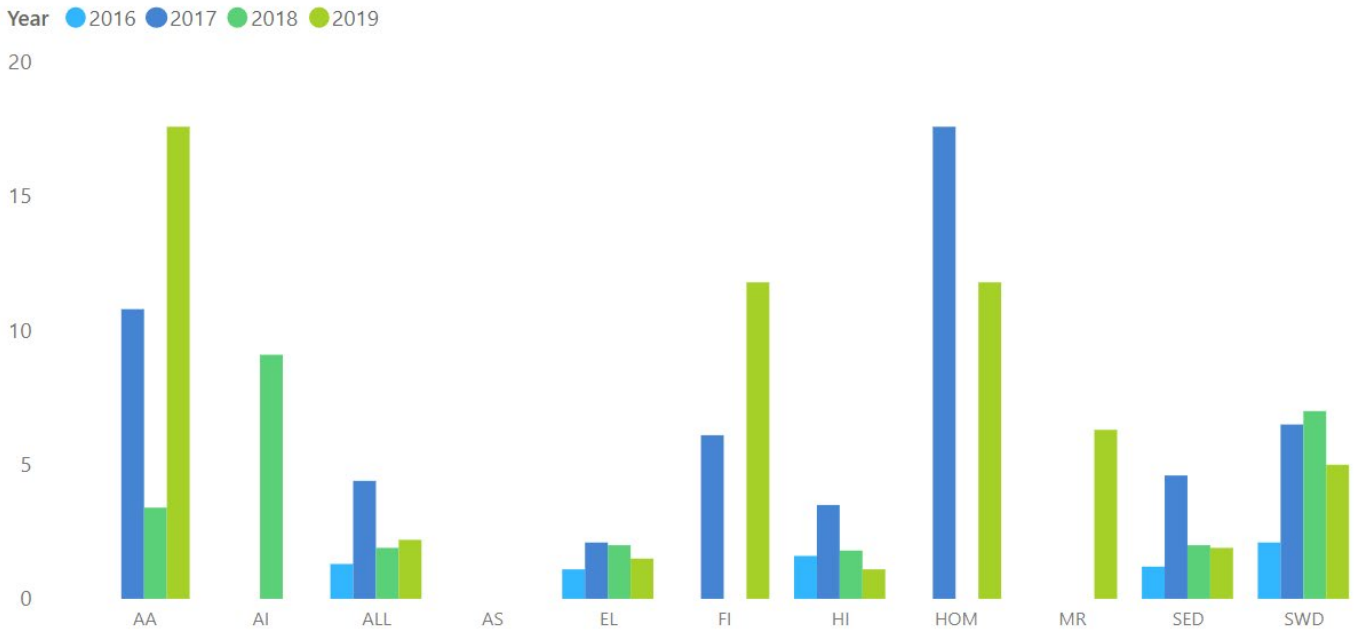
1.3%	4.4%	1.9%	2.2%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count

Expulsion Count by Year - if available

Suspension Rate: Student Group



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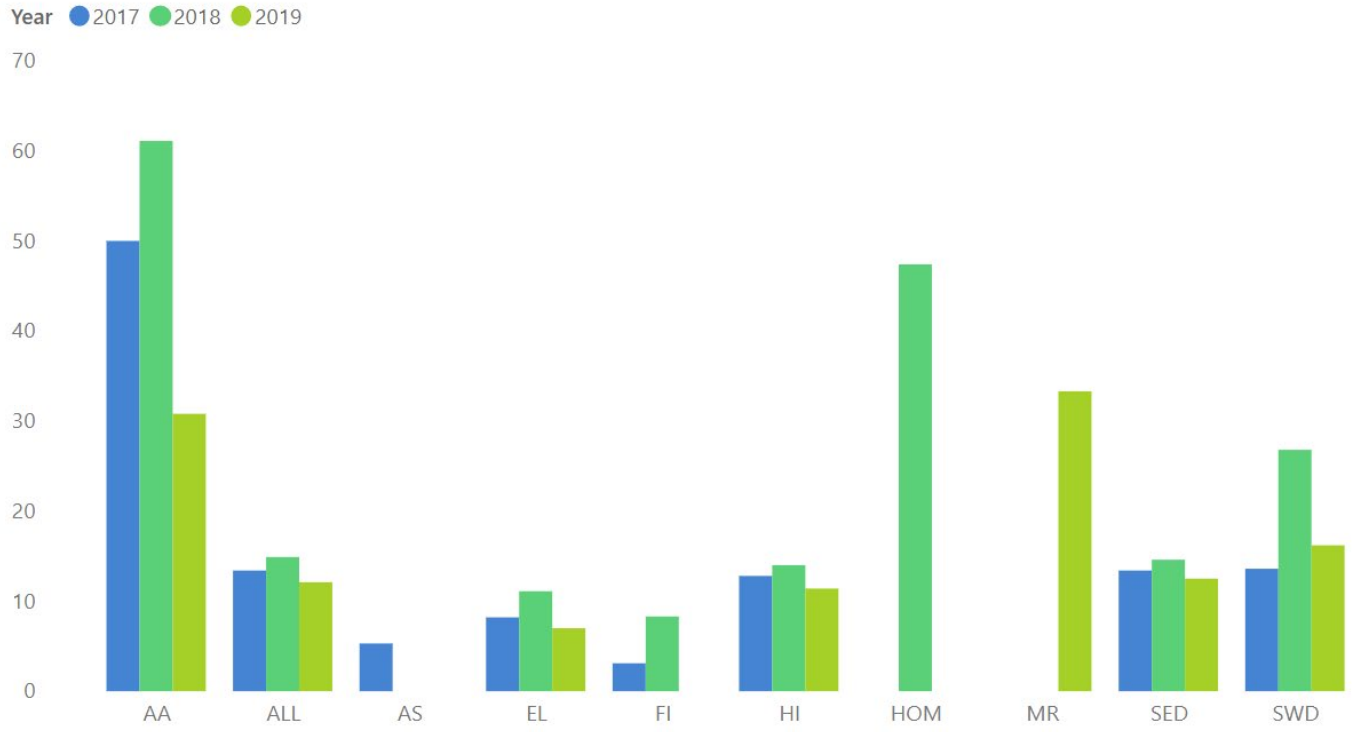
Chronic Absenteeism

All Students

2017	2018	2019
13.4%	14.9%	12.1%

Chronic Absenteeism Rate by Student Group and Year



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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

Object	Description	FTE	TITLE I 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

Object	Description	FTE	LCFF 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	LCFF 23035 GOAL #3 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**

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Huerta's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Huerta's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

$1,061 – 43110 – Instructional Materials/Supplies: Reduced to reallocate funds to cover items for purchase that fall under object code 43200 – Non-Instructional Materials/Supplies.

$1,061 – 43200 – Non-Instructional Materials/Supplies: Reallocated funds to cover items for purchase that fall under object code 43200 – Non-Instructional Materials/Supplies.

LCFF –

$1,048 – 43110 – Instructional Materials/Supplies: Reduced to cover salaries/benefits based on actual costs and to cover an invoice for books.

$10,000 – 52150 – Conferences: Reduced funds as in-person conference attendance is unable to be implemented due to COVID-19 restrictions pertaining to social distancing and travel policies.

$10,000 – 43110 – Instructional Materials/Supplies: Reallocated funds for the purchase of supplemental instructional materials to enhance online learning.

SPSA: Goal 1, Strategy 2:

Title I –

$20,000 – 11700 – Teacher Substitutes: Reduced funds as additional support to have two substitutes to provide support for K-3 students in small groups was not implemented due to COVID-19 distance learning procedures and logistics at our site.

$13,200 – 43110 – Instructional Materials/Supplies: Reallocated funds for the purchase of supplemental instructional materials to enhance online learning.

LCFF –

$80 – 42000 – Books: To cover an invoice for books supporting literacy strategies/activities.

$5,800 – 43110 – Instructional Materials/Supplies: Reallocated funds for the purchase of supplemental instructional materials to enhance online learning.

SPSA: Goal 1, Strategy 3:

Title I -

$7,200 – 11700 – Teacher Substitutes: Reduce funds as substitutes are no needed for teacher release to participate in parent conferences due to COVID-19 restrictions and implementation of distance learning.

$20,000 – 11500 – Teacher Additional Comp: Reallocate funds for teacher additional hourly for professional development during distance learning this will provide multiple opportunities for professional development.

LCFF –

$968 – 19101 – .5 FTE Program Specialist: Reallocated to cover salaries/benefits based on actual costs determined after employee was selected and placed in the position.

$8,600 – 11500 – Teacher Additional Comp: Reallocate funds for teacher additional hourly for professional development during distance learning this will provide multiple opportunities for professional development.

$2,400 – 19500 – Instructional Coach Additional Comp: Reallocate funds for Instructional Coaches additional hourly for professional development during distance learning this will provide multiple opportunities for professional development.

$1,200 – 19500 – Program Specialist Additional Comp: Reallocate funds for Program Specialist additional hourly for professional development during distance learning this will provide multiple opportunities for professional development.

SPSA: Goal 1, Strategy 4:

Title I -

$6,000 – 58720 – Field Trip Non-District Transportation: Reduce funds as field trips have not been scheduled due to COVID-19 restrictions pertaining to social distancing and travel policies.

LCFF –

$8,000 – 13500 – Administrator Additional Comp: Reallocate funds for Administrator additional hourly for the extended day/school programming.

SPSA: Goal 2, Strategy 1:

LCFF –

$26,000 – 58100 – Consultant Instructional: Reduced funds as consultants for noon time students engagement activities/sports for learning and mindfulness will not be implemented since students are not on campus for these services due to COVID-19 distance learning procedures and logistics at our site.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Huerta is receiving additional monies in Parent Involvement (Cost Center: 50647). Huerta's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books for the to purchase books for literacy workshops providing parents with techniques to help their student at home.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
HUERTA	488	462	94.7%	$ 126,084	$ 2,806	$ 128,890	$ 2,513.00	$ 293.00

$2,513 – 43400 – Parent Meeting: Reduced funds as in-person parent meetings could not be held due to COVID-19 restrictions pertaining to social distancing policies.

$2,513 – 42000 – Books: Reallocated funds to purchase books for literacy workshops providing parents with techniques to help their student at home.

HUERTA 250

INITIAL BUDGET/DATE | 2/23/2021 | REVISED BUDGET/DATE | 50647 - inc by $293

TITLE I	TOTAL ALLOCATION	$ 126,084	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 126,084	
	TO BE BUDGETED (Should be $0.)	0	
LCFF	TOTAL ALLOCATION	$ 147,840	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 147,840	
	TO BE BUDGETED (Should be $0.)	0	
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 2,806	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,806	
	TO BE BUDGETED (Should be $0.)	0	

Object	Description	FTE	ACHIEVEMENT 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	LEARNING ENVIRONMENT 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	PARTNERSHIPS 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 30,800	0.000	$ 24,601	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 55,401
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000	$ 7,200	0.000		0.000		0.000	$ 7,200
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13500	Assistant Principal-add Comp (incl benef	0.000		0.000	$ 8,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.000	$ -	0.500	$ 49,682	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 49,683
30000	Statutory Benefits	0.000		0.000	$ 21,840	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	$ 7,201	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000		0.000		0.000	$ -	0.750	$ 24,621	0.000		0.000		0.750	$ 24,622
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000	$ -	0.000	$ 29,249	0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 30,800		$ 111,324		$ -		$ -		$ -		$ -		$ 61,070		$ -		$ -		$ 136,906
Books & Supplies																					
42000	Books				$ 80				$ -										$ 2,806		$ 2,886
43110	Instructional Materials		$ 33,153		$ 25,436		$ -		$ -				$ -				$ -		$ -		$ 58,589
43200	Non-Instructional Materials		$ 1,061				$ -		$ -				$ -						$ -		$ 1,061
43400	Parent Meeting												$ -		$ -		$ -		$ -		$ -
44000	Equipment																				$ -
	Sub Total - Books & Supplies		$ 34,214		$ 25,516		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,806		$ 62,536
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ -		$ 5,000		$ -														$ 5,000
52150	Conference		$ -		$ -																$ -
58450	License Agreement		$ -		$ 6,000		$ -														$ 6,000
58720	Field Trip-Non-District Trans		$ -																		$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional												$ -								$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ -		$ 11,000		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 11,000
	GRAND TOTAL		$ 65,014		$ 147,840		$ -		$ -		$ -		$ -		$ 61,070		$ -		$ 2,806		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

By end of the year 2022, per i-ready diagnostics 3 results, the total number of students performing 2 or more grade levels below will decrease by 27 students.

MATH:

By end of the year 2022, per i-ready diagnostics 3 results, the total number of students performing 2 or more grade levels below will decrease by 18 students.

EL goal:

By end of the year 2022, per ELPAC, increase the number of student who reclassify by 15 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Update

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).

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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).

All Huerta students will have access to the Accelerated Reader Program to build reading fluency and comprehension skills. Accelerated Reader Student License (58450) --$6,602.00 LCFF Consultant Accelerated Reader Program PD training (58100) $300 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
6,902.00	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need and alignment to school improvement focusing on transitioning from distance learning, hybrid learning and in person learning. Scope and Sequence planning such as vertical and horizontal alignments, looking at standards, knowledge base at end of the school year for next year progression, reduction of need for reteaching to move forward more efficiently:

Staff additional Comp: 18 Teachers X 18 hours X $60 = $19,440

2021-2022 Strategy Adjustment

Huerta teachers will continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. In addition, teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, CABE, GLAD Institute, AVID conference, Data analysis, that is focusing on scaffolding of learning for students with the most unfinished 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 engage in on site collaboration and attend conferences for professional development.

Teacher Additional Time for attending PD, planning and collaboration (11500)—

18 Teachers X 10 hours X $60 per hour= $10,800 --LCFF

Teacher substitute Time for Teachers to be released during the school day to collaborate with support from coaches and program specialist five times in a school year (11700) –

18 Teachers X 3 X $200= $10,800 LCFF

Conferences: PLC, CABE, ELD Institute (virtual or in Person) (52150)-$ 5,000 - LCFF

Instructional Coach (2 @ .5 FTE Instructional Coaches – Centralized Service) 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. 40 X $60=$2400—LCFF

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) -- $74,818 LCFF

Program Specialist—additional time (19500)—10 hours for supporting teachers with planning and collaboration after school. 20 X $60=$1,200—LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
94,756	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

Applicable supplemental materials include: Planners, binders, pencil pouches, sheet protectors, chart paper, easel pads, dividers, spiral notebooks, novels/books, folders/sleeves, printer ink, post it chart paper, white board eraser, graph paper, binder tab inserts, 2 pocket folders, ball point pens, wet erase markers, journals, highlighters, sentence strips, and composition notebooks.

Instructional

Materials/supplies: (43110) $ 6,505--Title 1

Duplicating (57150)- $120 --LCFF

Maintenance Agreement Cost (56590)- $5,000 LCFF 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,120	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
$6,505	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Struggling primary students will receive additional support after-school to focus on reading foundational skills and math fluency. Students in grade k-2 reading below grade level will receive additional support focusing on foundational skills, in grades 3-8 the focus will be on vocabulary and reading comprehension and literacy intervention.

Extended day tutoring for students identified subgroups for additional time and support in ELA and /or math will be given the opportunity to enroll in a 9 week after school tutoring program. Teachers will provide additional instruction based on the identified needs of the individual students and small groups.

Teachers will use the grade level resources for intervention strategies in our current curriculum for ELA and math to support students. Teachers will offer tutoring twice a week for 9 weeks after school. 5 teachers x 8 weeks (16 sessions) x $60 per hour=$4,800 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
4,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

During the 2021-2022 school year, Huerta will decrease chronic absenteeism for all students to below 12% school wide.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

.5 FTE counselor- (12151) -69,423 Title 1

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
69,423	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers and counselors implement PBIS practices, across classrooms and school common areas. These include: lining up, coming to carpet, hand signals for quiet, bathroom, group work norms, whole class norms, walking thru building, getting materials, etc. We will refocus our efforts with PBIS tier 2 and 3 strategies and send a leadership team to the PBIS conference.

Conference cost- 8 attendees (virtual or in Person) =$ 5,000 -LCFF

Teacher Additional Time for attending PD, planning and collaboration (11500)—

8 Teachers X 10 hours X $60 per hour= $4,800--LCFF.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
4,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
5,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

During the 2021-2022 school year, Huerta will maintain at 85% of parent participation in academic conferences.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
7,200	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance books.

Total for Goal 3, Strategy 1 in Title I Parent Involvement funds is $2,703.

2021-2022 Strategy Adjustment

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.

Parent Meeting - $1,000 light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies. These materials can be used during parent coffee hour and training sessions to provide visuals and hands-on activities for our parents.

Non-instructional Materials- 1,703 Materials for parent and student involvement activities such as AVID Night, Literacy Night, math and science and PLTW. These materials are essential to providing hands-on activities for our families to learn together and to build a community bond focused on learning.

The Community Assistant will work closely with parents to schedule and plan meetings, classes, and workshops based on parent needs .75 FTE Community Assistant (29101)- $69,491--Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
69,491	2000 Series	Classified Personnel Costs (including benefits)
2,703	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

HUERTA 250

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 145,666	TOTAL ALLOCATION	$ 147,840	TOTAL ALLOCATION	$ 2,714
TOTAL BUDGET DISTRIBUTED BELOW	$ 145,666	TOTAL BUDGET DISTRIBUTED BELOW	$ 147,840	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,714
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

			ACHIEVEMENT									LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																							
11500	Teacher - Add Comp (incl benefits)	0.000	$ 50,382	0.000	$ 24,601	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 74,983
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000	$ 7,200	0.000		0.000		0.000	$ 7,200
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13500	Assistant Principal-add Comp (incl be	0.000		0.000	$ 8,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 8,000
19101	Program Specialist	0.000	$ -	0.500	$ 49,682	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 49,682
30000	Statutory Benefits	0.000		0.000	$ 21,840	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 21,840
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	$ 7,201	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 7,201
19101	Instructional Coach	0.000	$ -	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22601	Library Media Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22901	Community Assistant	0.000		0.000		0.000		0.000		0.000		0.000	$ -	0.750	$ 24,621	0.000		0.000		0.750	$ 24,621
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000	$ -	0.000	$ 29,249	0.000		0.000		0.000	$ 29,249
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 50,382		$ 111,324		$ -		$ -		$ -		$ -		$ 61,070		$ -		$ -		$ 222,776
Books & Supplies																							
42000	Books				$ 80				$ -										$ 2,714		$ 2,794
43110	Instructional Materials		$ 33,153		$ 25,436		$ -		$ -				$ -				$ -		$ -		$ 58,589
43200	Non-Instructional Materials		$ 1,061				$ -		$ -				$ -						$ -		$ 1,061
43400	Parent Meeting												$ -		$ -		$ -		$ -		$ -
44000	Equipment																				$ -
	Sub Total - Books & Supplies		$ 34,214		$ 25,516		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,714		$ 62,444
Services																							
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ -		$ 5,000		$ -														$ 5,000
52150	Conference		$ -		$ -																$ -
58450	License Agreement		$ -		$ 6,000		$ -														$ 6,000
58720	Field Trip-Non-District Trans		$ -																		$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional												$ -								$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ -		$ 11,000		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 11,000
	GRAND TOTAL		$ 84,596		$ 147,840		$ -		$ -		$ -		$ -		$ 61,070		$ -		$ 2,714		296,220

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
HUERTA - 250 - H9
PRELIMINARY - 04/16/2021

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 145,666	TOTAL ALLOCATION	$ 136,640	TOTAL ALLOCATION	$ 2,703
TOTAL BUDGET DISTRIBUTED BELOW	$ 145,666	TOTAL BUDGET DISTRIBUTED BELOW	$ 136,640	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,703
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

	Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
			FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
	Personnel Cost-Including Benefits																					
*	11500	Teacher - Add Comp (incl benefits)	0.000		0.000		0.000		0.000	$ 20,400	0.000		0.000		0.000		0.000		0.000		0.000	$ 20,400
	11700	Teacher Substitute (incl benefits)	0.000		0.000		0.000		0.000	$ 10,800	0.000		0.000		0.000	$ 7,200	0.000		0.000		0.000	$ 18,000
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 69,423	0.000		0.000		0.500	$ 69,423
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.500	$ 74,818	0.000		0.000		0.000		0.000		0.000		0.500	$ 74,818
	19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	$ 1,200	0.000		0.000		0.000		0.000		0.000		0.000	$ 1,200
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	$ 2,400	0.000		0.000		0.000		0.000		0.000		0.000	$ 2,400
	21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22901	Community Assistant (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.750	$ 62,538	0.000		0.000		0.750	$ 62,538
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
		Sub Total - Personnel/Benefits		$ -		$ -		$ -		$ 109,618		$ -		$ -		$ 139,161		$ -		$ -		$ 248,779
	Books & Supplies																					
**	*43110*	Books/Supplies/Materials (less than $500 per item)		$ 6,505																$ 1,703		$ 8,208
	43400	Parent Meeting																		$ 1,000		$ 1,000
	44000	Equipment ($500 - $4999.99 per item)																				$ -
		Sub Total - Books & Supplies		$ 6,505		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,703		$ 9,208
	Services																					
	57150	Duplicating								$ 120												$ 120
***	*57250*	Field Trip-District/Non-District Trans																				$ -
	56590	Maintenance Agreement								$ 5,000												$ 5,000
****	*52150*	Conference								$ 15,000												$ 15,000
	58450	License Agreement								$ 6,602												$ 6,602
	58920	Pupil Fees																				$ -
*****	58100	Consultants-Instructional/Non-Instructional								$ 300												$ 300
		Sub Total - Services		$ -		$ -		$ -		$ 27,022		$ -		$ -		$ -		$ -		$ -		$ 27,022
		GRAND TOTAL		$ 6,505		$ -		$ -		$ 136,640		$ -		$ -		$ 139,161		$ -		$ 2,703		285,009

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: H9 **HUERTA K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
X					27203638	PROGRAM SPEC	0090	12303021H9	19101	0.5000	0.5000
X					70502567	COMMUNITY ASST	3010	15067226H9	22901	0.7500	1.0000
									TOTALS, THIS LOCATION:	250	1.2500

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ **New Fund** _____
Fund Change for PCN _____ **New Fund** _____
Fund Change for PCN _____ **New Fund** _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.			
2.			
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 01/14/2021 **School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the** 2021-2022 **school year.**

Site Administrator's Approval: _____ **DATE:** 01/14/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 18

2020-2021 SPSA Evaluation

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
1.1	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).	Our school was AVID certified for the 2020-2021 school year which is evidence of the full implementation of the school wide AVID strategies: WICOR, AVID notetaking, and student data binders. Students used the two and three column notes structures. Students were providedtime to revisit their notes, mark up, expand for clarification /expansion. There were challenges to fully implement due to COVID-19 pandemic.	During distance learning it was challenging to ensure that students were completeing all activities and engaging. All organizational materials were provided to all students during distance learning to have at home. Templates and graphic organizers were used through google docs and using Kami to mark them.	**We will continue to implement AVID strategies schoolwide.**
1.2	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.	In order to support students in increasing of academic questioning and improving literacy skills, benchmark currciulum and Accelerated Reader were implemented by the classroom teacher in daily instruction.	Being in distance learning was a challenging implementing the Accelerated Reader program. AR works better when in person learning, so that students have access to books.	We want to provide additional support to EL learners by providing after school academic support and also for students who who are below grade level.

1.3	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. 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. 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.	A) Teachers were given the opportunity to co-plan/co-teach with the instructional coach from August- May. 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 during distance learning. Professional development opportunities were provided for all teachers focusing on distance learning. 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 during distance learning B) Conferences: No conferences were attended during this school year. The actions were stopped due to COVID-19 pandemic.		**We will continue to provide ongoing coaching support to all teachers. With learning loss during COVID-19 each grade level will focus on identifying the essential standards that students need to master by end of the school year.**
1.4	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.	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.	We were not able to plan fieldtrips due to COVID-19.	**We will continue to schedule ourt AVID elective class and provide all the organizational materials for all students.**

2.1	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.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.	Was not implemented during distance learning		There is a need to have our .5 counselor to be at huerta full time to help support our students, as we return to in person learning.
3.1	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.	During distance learning parent conferences were scheduled twice this school year for every grade. Teachers have the oportuntiy to meet with student and parent in reviewing all academics and setting goals. Conferences were schedueled through zoom, due to COVID restrictions.	Parent conferences are very effective when parents participate. Due to distance learning many parents did not attended virtually or over the phone. Our parents prefer to meet in person with teachers. Technology is challenging for many parents. It was a challenge to just show information on the screen and not be able to have a student folder with work to show parents.	Planning that in the 21-22 we will be able to schedule parent conferences in person**.**
3.2	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	Parent Coffee was scheduled twice each month. the second and fourth Wednesday of each month. Times offered where 2 and 4. Parent classes were also offered for a period of eight weeks. Food 4 kids was avaiable for families to pick up food. Parents were provided support with technolgy and were provided with supplies and materials for thier children.	Many parents are challenged with technology and are not comfortable. Since being in distance learning and using the zoom platform for meetings there has been a huge decline in parent participation.	Planning that in the 21-22 we will be able to schedule parent conferences in person.

Comprehensive School Profile Data:

Continuous Improvement: Decision Making Model -- Essential Questions

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
<u>I-ready Diagnostics</u> ELA- 20-21 [illegible] **<u>I-ready Diagnostics</u>**	Distance learning challenges: Need more students to be at grade level or above Want learning to be retained and applicable	Distance learning challenges: Less instructional minutes Not enough time to complete all lessons. Virtual engagement challenging Need more support with students needing tier 3 support	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 [illegible]	Applicable supplemental instructional materials. . Program Specialist (.5) Substitute to release teacher for planning and collaborating with coaches GLAD strategies PD (ELD) [illegible]	Monitor student performance on assessments, i-ready diagnostics, ELPAC and SBAC.
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

	Fall/20	Winter/20	Spring/21
On level/Above	16%	22%	26%
1 level below	37%	31%	33%
2 or more levels below	48%	47%	41%

	Fall/19	Winter/19	Fall/20
On level/Above	10%	20%	16% (68)
1 level below	39.1%	40.9%	36% (155)

Continuous Improvement: Decision Making Model -- Essential Questions

Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
Chronic Absenteeism **2017**- 13.4% **2018**- 14. 9% **2019-** 12.1% **2020**- 12.9% (mid Feb.) **2021**(April)- 26.83 % **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	Target goal is to decrease student absenteeism by 5% or more to continue to decrease chronic absenteeism to under 10%	Distance learning challenges: Chromebook Internet Routines Lack of parent engagement Lack of parent education on the importance of school attendance during distance learning Families leaving for extended periods of time during/ overlapping winter breaks to leave the country Students not having a sense of belonging at the school	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, Restorative Justice, mindfulness, 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	Provide PBIS conference opportunities for staff Staff Hourly Need .5 Counselor to keep counselor full time	Weekly attendance verification reports by SST Continuous monitoring of targeted students during Coordination of Services with Support Staff Monthly chronic absenteeism reports created by district Parent trainings offered Parent attendance Provide ongoing training for staff

absenteeism rate was african American and students with disabilities 2021- Subgroup high absenteeism rate African American and Homeless Suspensions **Suspension Rate** **2016**- 1.3% **2017**- 4.4% **2018**- 1.9% **2019**- 2.2%	Target goal is to decrease the suspension rate 0%	Implementation of PLUS program (forums and activities) schoolwide and student voice. Classroom presentations on bullying and other topics of concern	environment. PBIS goals Counselors work collaboratively to engage students schoolwide in PLUS forums and activities.		Documented contacts in Synergy

	Target goal is to decrease the suspension rate 0%				
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Continuous Improvement: Decision Making Model -- Essential Questions

Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
Less than 40% of our families completed online survey Parent conferences on average 10 -15 per class scheduled Back to school night on average 6-10 families attended virtually 5-6 Parents on average attend parent coffee or other parent workshops	Need to have a higher parent engagement rate to reach at least 80% or higher.	Meetings are virtual using the zoom platform Time conflict with distance learning In person parents were able to stay in morning when dropping off students	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. Community Assistant would collaborate closely with school staff at all levels to build a strong connection with parents. Assists with planning and facilitation of Academic Conferences twice per year with every grade level.	• Substitutes to release teachers during the school day to conference with parents and students. • Community Assistant Position for 6 hrs. 5 days a week .	• Screenshots,Sign in sheets from conferences, classes, workshops, events and meetings. • Parent surveys

			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.), and mindfulness strategies 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.		
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Progress

school search

Huerta Elementary

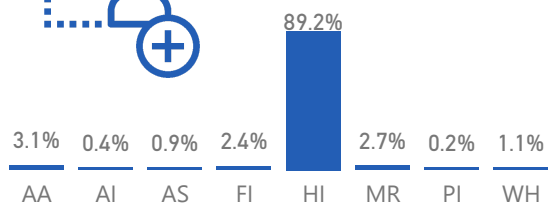
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February

452

Count



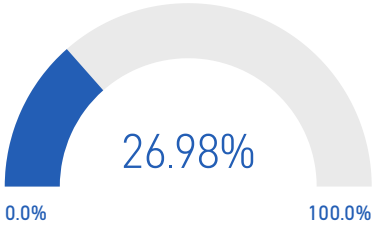
January

Engagement

CWA

7

Parent Outreach



Chronic Absenteeism

Winter

Academics

Participation	Participation	Participation
98%	98%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
29%	20%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners February

ELPAC IA	ELPAC IA
88%	15
Percent GL Tested	Total Tested

Reclassification

RFEP Complete

Curriculum:

Tests Administered Through January

Benchmark	Ready Class
972	1432
Total Test Count	Total Test Count

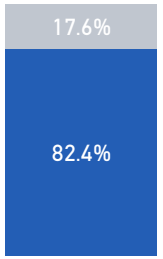
Saavas

344

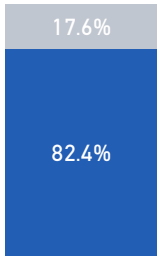
Total Test Count

Plus Survey

School Climate



At my school, there is a teacher or other adult who really cares about me.



I feel like I am part of this school.

Enrollment

school search: Huerta Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment

(current-previous month)

2 ↑

Dec-Jan change

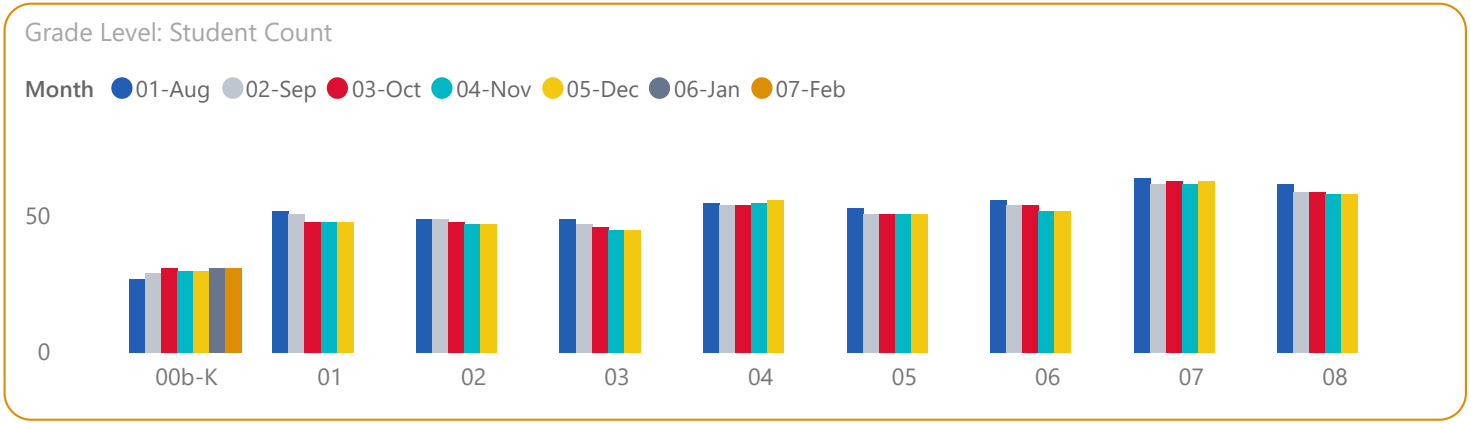
01-Aug 467 Enrollment	06-Jan 452 Enrollment
02-Sep 456 Enrollment	07-Feb 452 Enrollment
03-Oct 454 Enrollment	
04-Nov 448 Enrollment	
05-Dec 450 Enrollment	

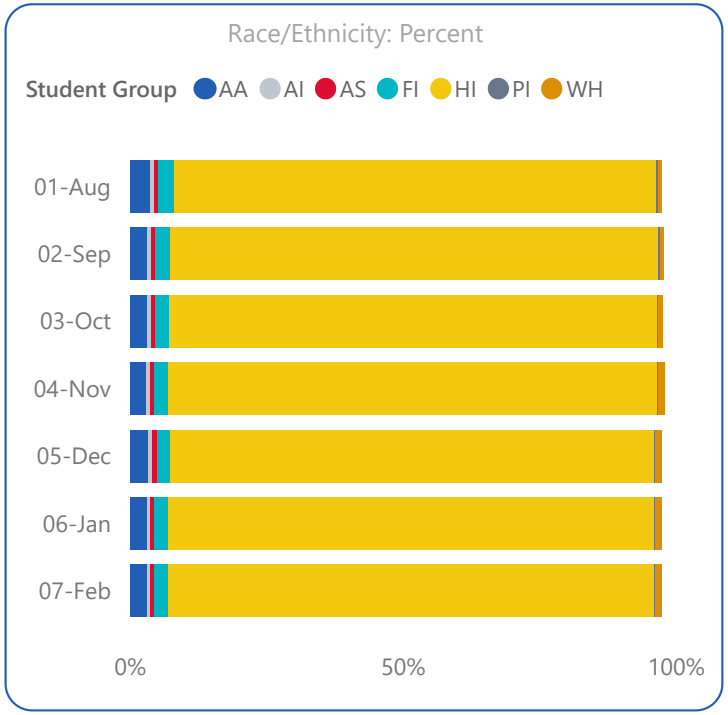
SUSD RA v2

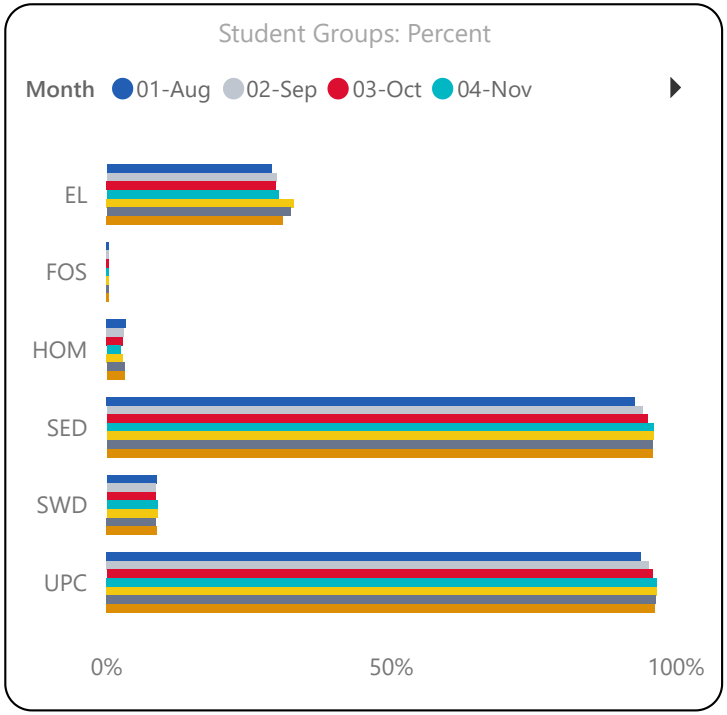
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021







Engagement

school search: Huerta Elementary

Month: All

2020-2021

Connections

01-Aug	27.85% Rate	01-Aug	127 Count
02-Sep	26.36% Rate	02-Sep	121 Count
03-Oct	28.20% Rate	03-Oct	130 Count
04-Nov	27.16% Rate	04-Nov	126 Count
05-Dec	28.33% Rate	05-Dec	132 Count
06-Jan	26.98% Rate	06-Jan	126 Count

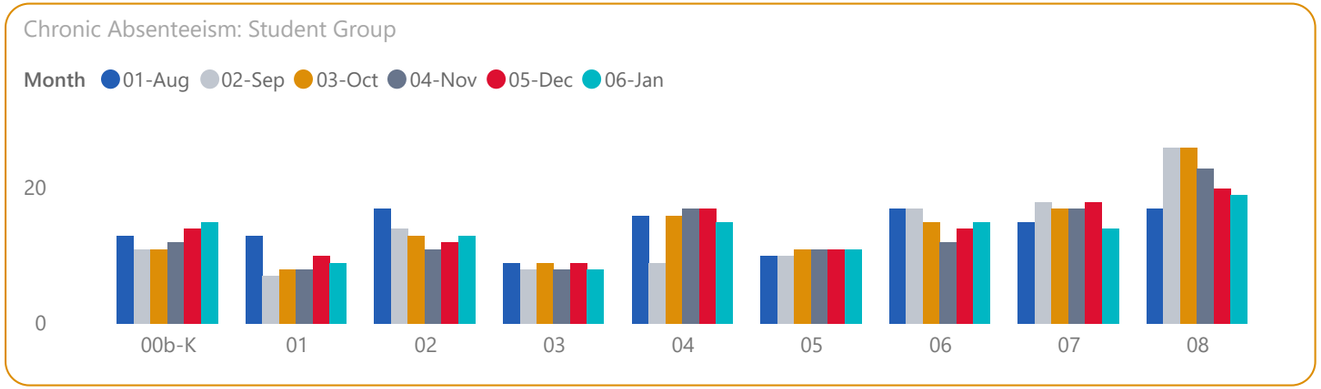
SUSD RA v2

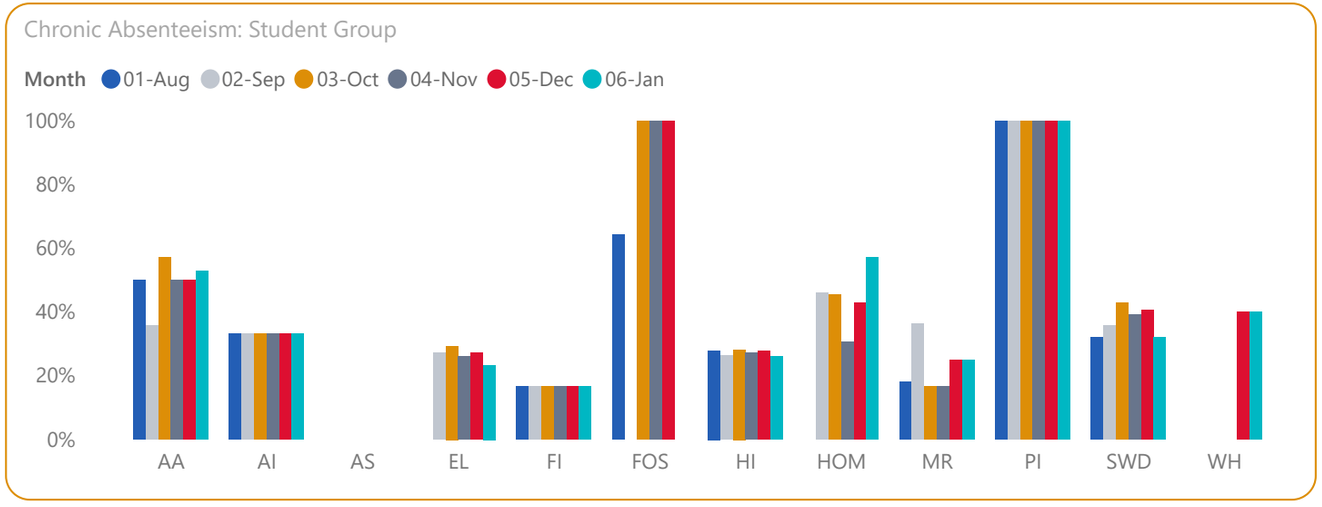
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

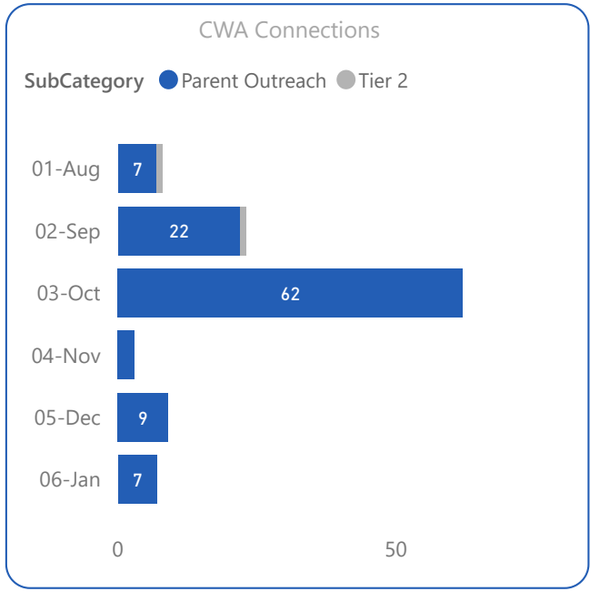
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021







counselors : coming soon!

iReady

school search: Huerta Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

98%	98%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

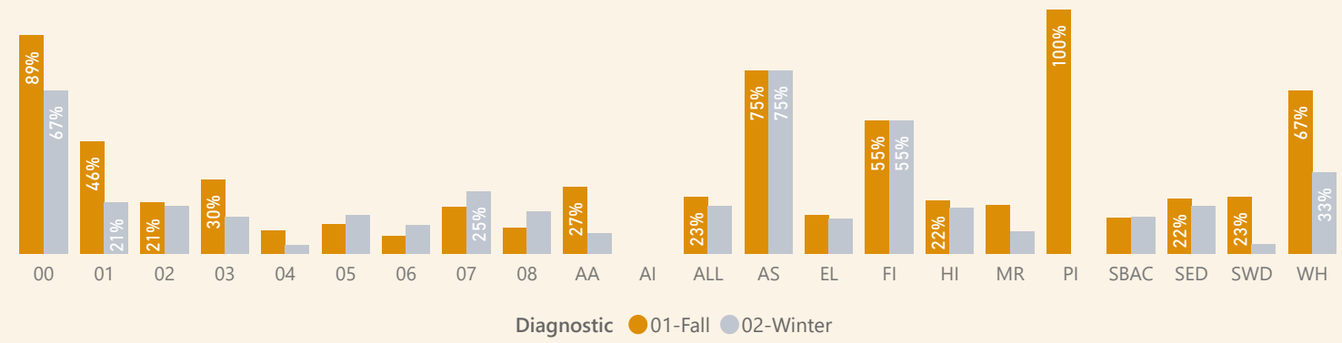
SUSD RA v1.1

On Track
23% Fall
20% Winter
Spring

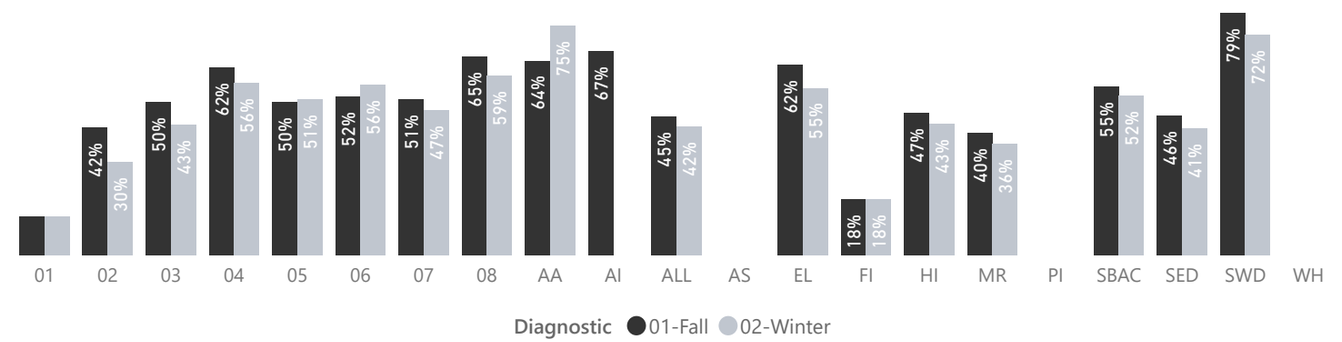
2+ Below
45% Fall
42% Winter
Spring

No Gro...
39% All
29% Winter
Spring

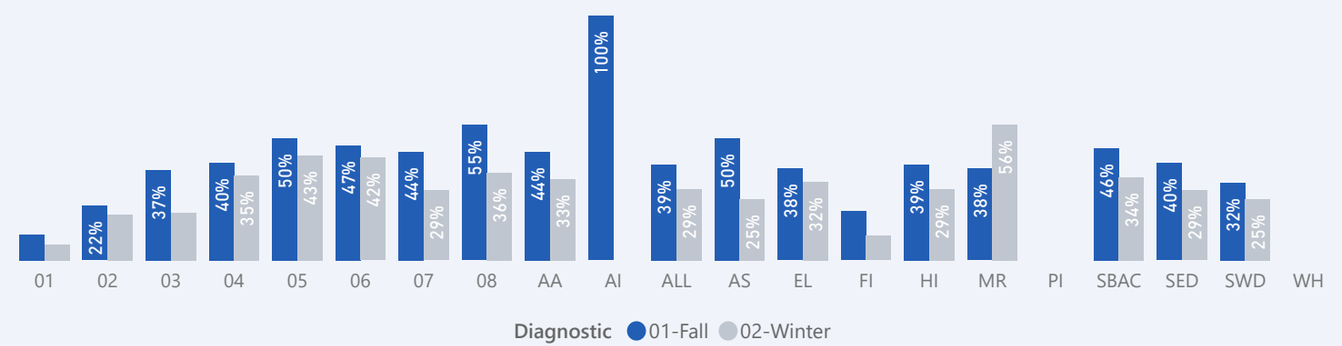
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



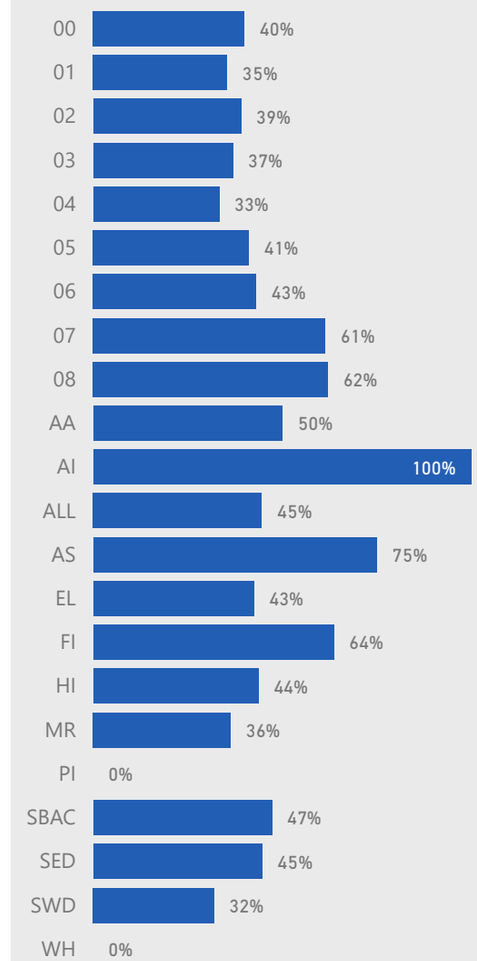
iReady Percent No Growth (since Winter 2019)



F-W Growth: 45% All

F-S Growth

iReady F-W Typical Growth



iReady

school search: Huerta Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

98%	98%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

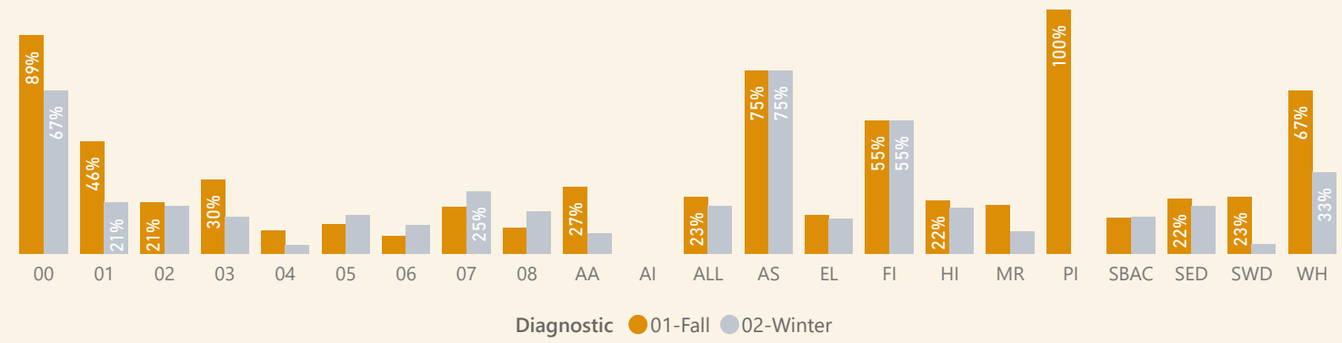
SUSD RA v1.1

On Track
23% Fall
20% Winter
Spring

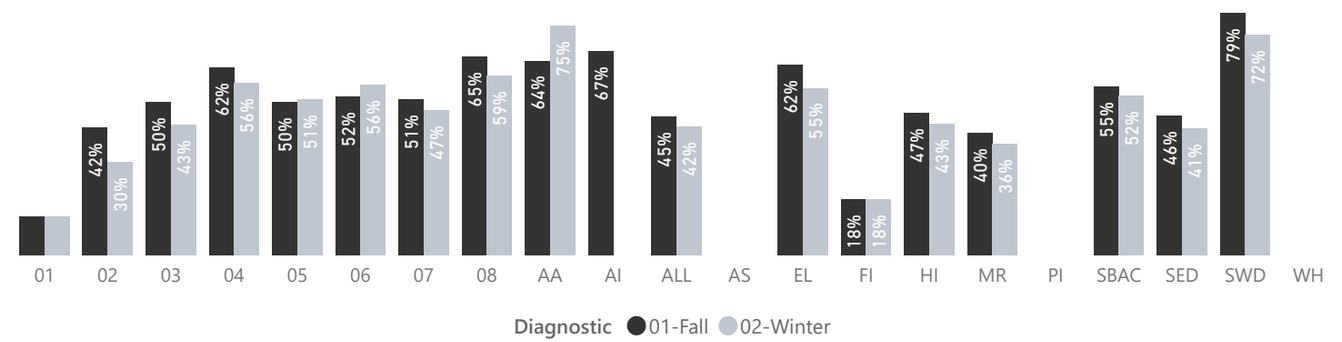
2+ Below
45% Fall
42% Winter
Spring

No Gro...
39% All
29% Winter
Spring

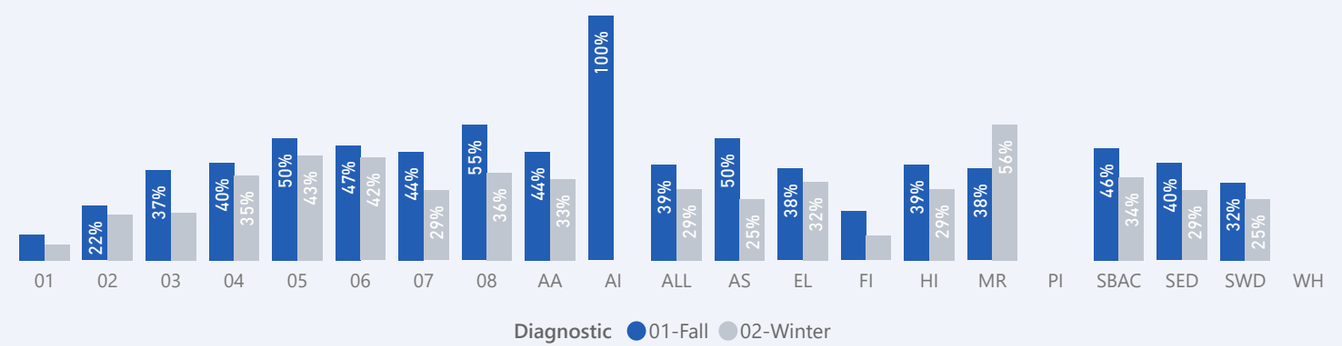
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



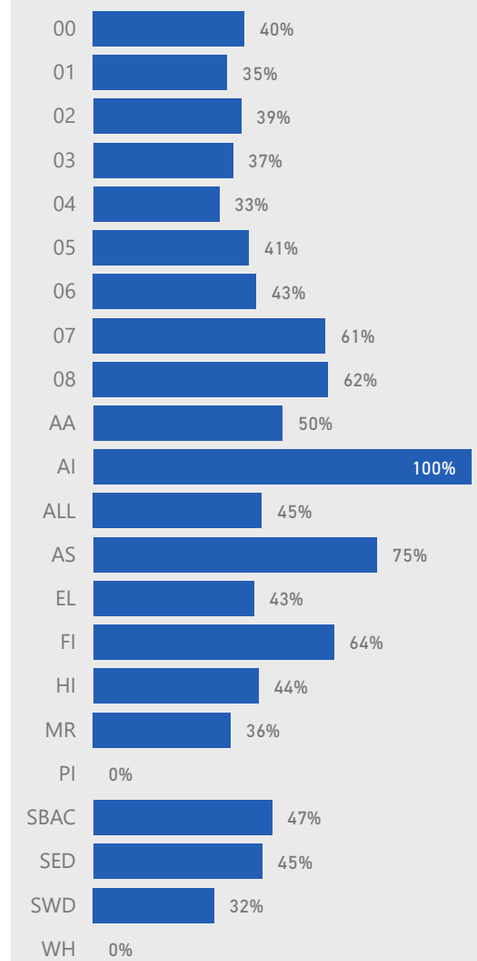
iReady Percent No Growth (since Winter 2019)



F-W Growth: 45% All

F-S Growth

iReady F-W Typical Growth



Curriculum

school search

Huerta Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

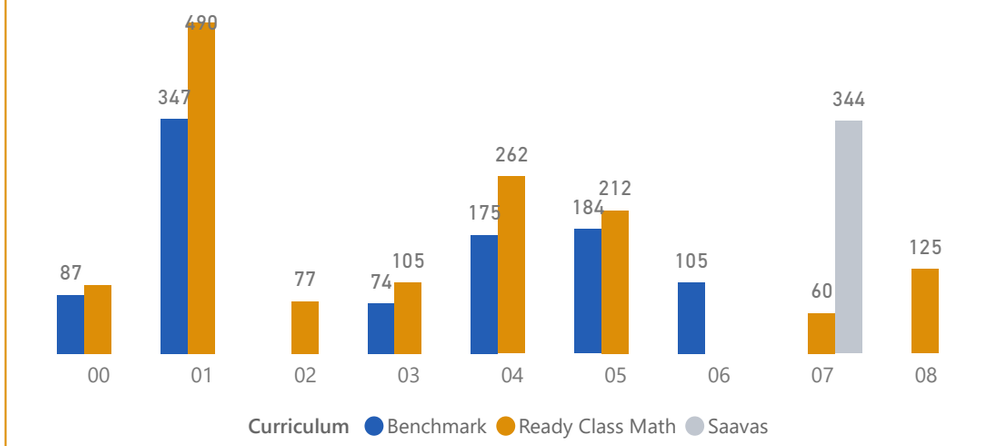
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: February 2021

January 2021

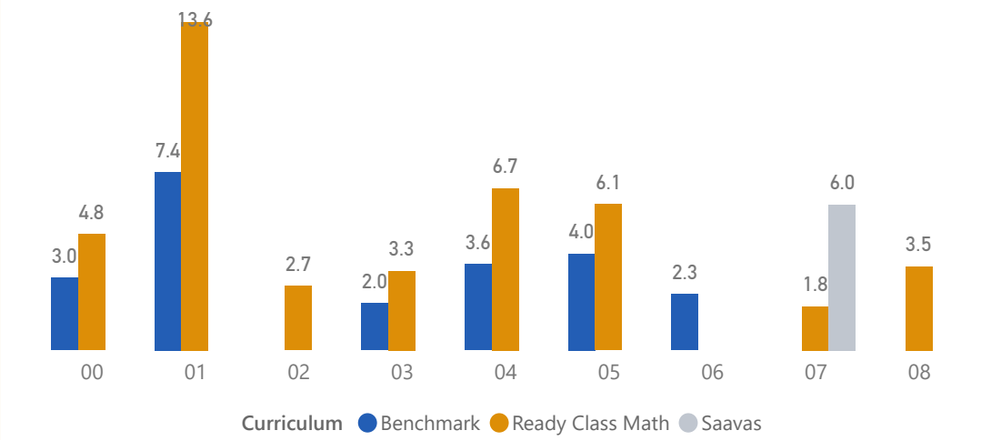
Curriculum Assessments

Ready Class	Saavas	Benchmark
1432	344	972
Total Test Count	Total Test Count	Total Test Count

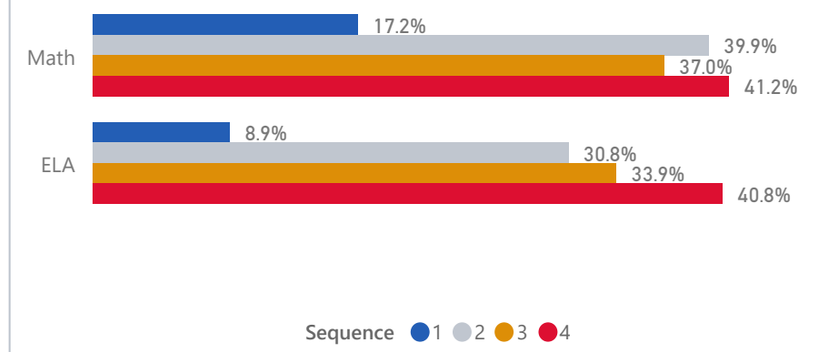
Curriculum: Test Count



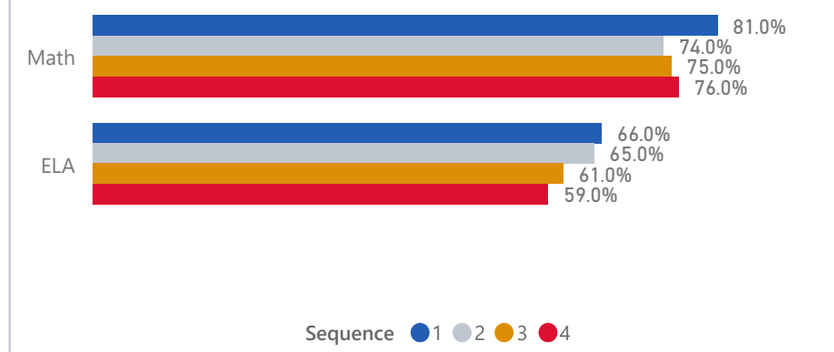
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11; 4. Jan 25

ELs & RFEPs

school search

Huerta Elementary

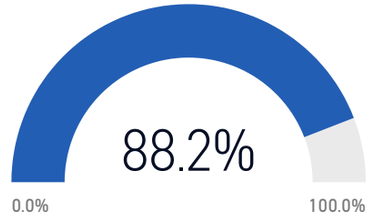
2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed



ELPAC IA

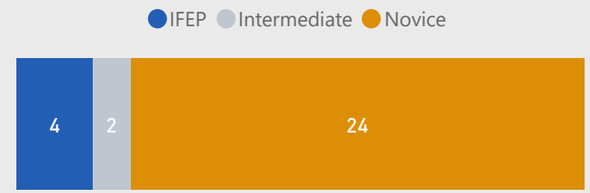
ELPAC IA

15

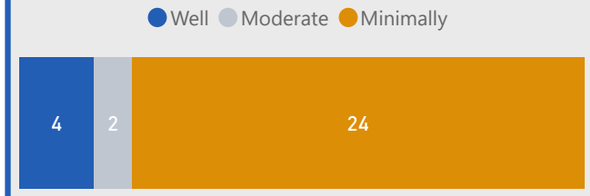
Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	13	1	1300.00%
01	1	1	100.00%
07	1	1	100.00%

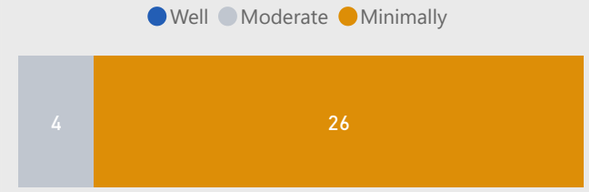
Overall Performance



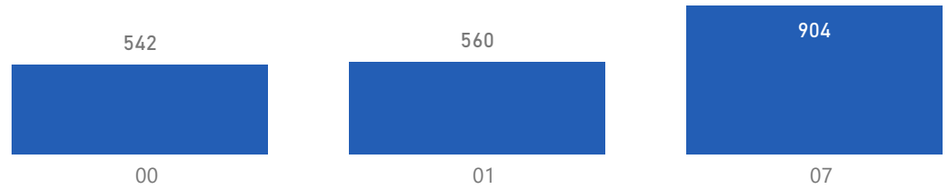
Oral Language Performance



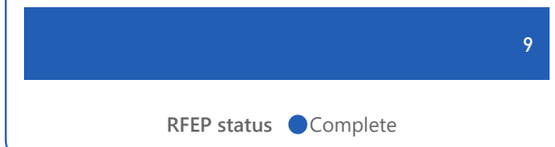
Written Language Performance



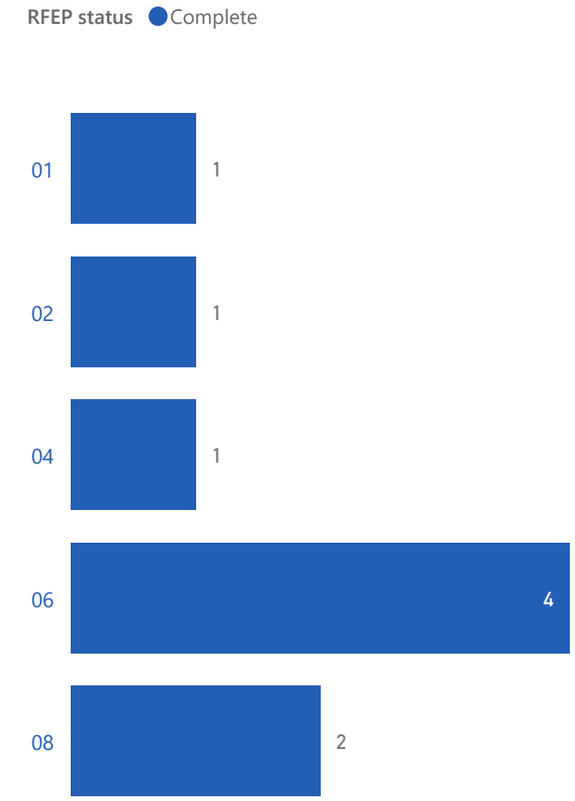
Overall Mean Scale Score by Grade Level



Reclassification



Reclassification by Grade Level



SUSD RA v2

School Climate

school search: Huerta Elementary

Grade Span: All

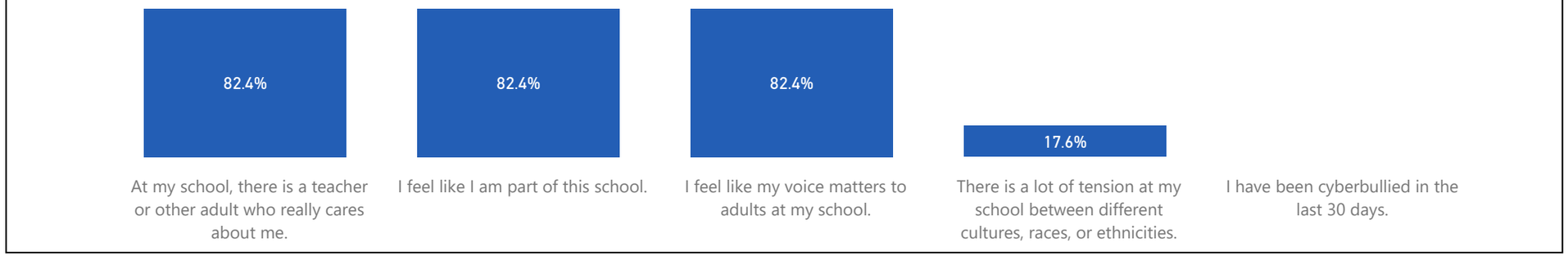
2020-2021

Question Priority: All

Term: 1-Fall

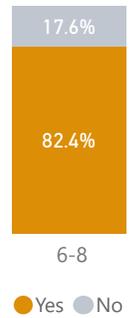
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

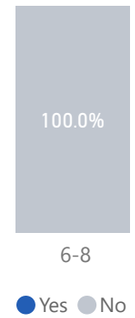


Count	Count	Count
(Bla...	17	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

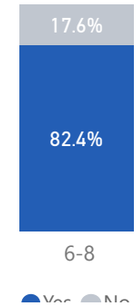
I feel like I am part of this school.



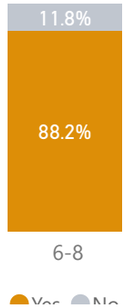
I have been cyberbullied in the last 30 days.



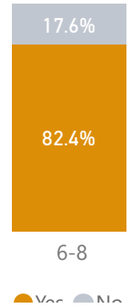
I feel like my voice matters to adults at my school.



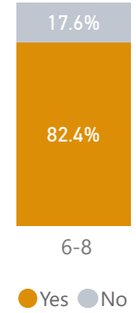
At my school, there is a teacher or other adult who believes that I will be a success.



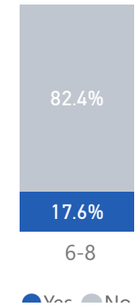
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search

Huerta Elementary

GradePeriod

All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

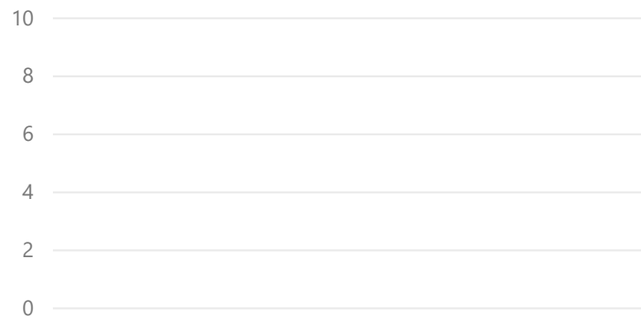
Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

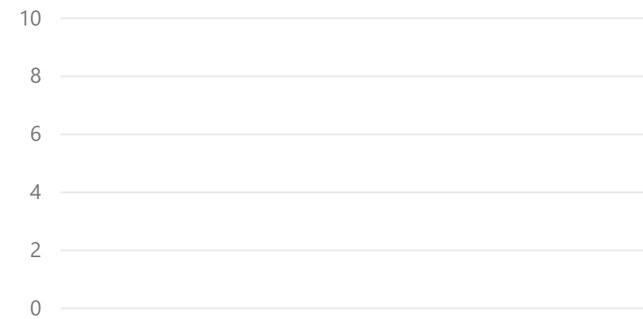
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Reference and Updates 2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published
* v2 020521 update: Enrollment; Engagement, English Learners

Feedback Suggestions Comments Questions Ideas

Share your thoughts with our team!

Report Content

Student Level Reports

* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Recommendations and Assurances:

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee — May 13, 2021 (Date of Meeting)

   Other committees established by the school or district (list): _____ (Date of Meeting)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a 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.

   This SPSA was adopted by the SSC at a public meeting on 06/08/21 (Date of Meeting).

Attested:

Ariana Casillas		06/08/21
Typed Named of School Principal	Signature of School Principal	Date