

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee


Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Huerta Elementary	39686766118871	05/18/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Huerta Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for Students with Disabilities (SWD) student group.

Description

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.

Engaging Educational Partners

Huerta's advisory groups (School Site Council and ELAC) consists of school staff, parents, and community members. Parent conferences were conducted to discuss learning goals and progress, as well as support the development of our community partnership and communication. Student feedback was elicited through the implementation of climate surveys, local assessment data, and student conferencing or counseling.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

In the school year 2022-2023 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, staff collaboration meetings, and leadership. All committees met and completed a detailed needs assessment for our school plan. The committees completed the needs assessment based on current school wide academic data, SARC card, District Data provided by Research and Accountability. Committees met, identified strengths and weaknesses. Given the detail of each strength and weakness, committees developed problem statements, root causes, and solutions to our problem statements.

Committee Meetings and Dates:

School Site Council:

November 17, 2022: Review of current SPSA implementation and effectiveness. Examined current goals and discussed what was effective and what data supports it. Examined what strategies can or may be adjusted to meet goal and objectives.

January 19, 2023: Discussion of SPSA evaluation, progress monitoring of current strategies, examined i-Ready data comparing Fall to Winter. Compared i-Ready data and how it was aligned to current goals. Discussed what strategies are working and which strategies identified that can be modified to meet current goals and objectives. Identified data points from i-Ready to focus on Comprehensive needs assessment in the area of student learning.

February 23, 2023: Working on comprehensive needs assessment and root cause analysis. Identified the four areas of strengths and weaknesses. Gathered input from parents and members. Examined current goals and how new goals can be identified using current data. Focused on student learning in Math and student attendance.

April 27, 2023: Went over all areas of the Comprehensive Needs Assessment. Staffing, Teaching and learning, School Culture and Climate, and Parent Engagement. Continuation of comprehensive needs assessment and root cause analysis. Identified areas of strength and weaknesses. Divided and populated similar areas to create problem statements and root causes. Paired down the problem statements and approved Comprehensive Needs Assessment for submission.

ELAC:


March 23, 2023: Based on a parent survey, advised and offered assistance to parents so they are aware of the classwork their student is completing, so they can assist at home. Covered homework clarification and guidance so they can better assist at home. Focused on student learning and parent engagement.

Staff Collaboration Meeting:

April 18, 2023: Grade levels were vertically aligned by grade level spans (K-2, 3-5, 6-8). Focus was on the comprehensive needs assessment. Teachers identified strengths and weaknesses based on current data and trends in the classroom. Went over all areas of the Comprehensive Needs Assessment. Staffing, Teaching and learning, School Culture and Climate, and Parent Engagement. Identified problem statements and root causes.

Leadership:

April 12, 2023: Went over all areas of the Comprehensive Needs Assessment. Staffing, Teaching and learning, School Culture and Climate, and Parent Engagement. Focus on comprehensive needs assessment. Identified strengths and weaknesses based on current data and trends in the classroom. Collaboration in narrowing down and analyzing problem statements and root causes. Finalized priority problem statements and root causes.



Staffing and Professional Development

Staffing and Professional Development Summary

According to the California Department of Education – Educational Demographics Unit, there are approximately 35,255 students enrolled in Stockton Unified School District. Huerta is a K-8 elementary school with approximately 485 students enrolled. Huerta's demographics are made up of 92.2% Hispanic, 1.2% Asian, 1.9% African American, 1% White, 1.2% Filipino, 0.2% Pacific Islander, 1.9% of two or more races, and 0.4% American Indian or Alaska Native. Furthermore, according to the School Accountability Report Card (SARC) for the 2022 school year, Socioeconomically Disadvantaged students account for 94%, English Learners (ELL) account for 34%, and students with disabilities account for 7.2%. Huerta has a very dedicated staff that is made up of 18 general education teachers, 3 fine arts teachers, 1 resource teacher, one full time program specialist, one full time counselor who services grades Kindergarten through Fifth, one full time counselor who services grades sixth through eighth, one assistant principal, and one principal. There are 19 fully credentialed teachers and 4 teachers who are partially credentialed or teaching under an emergency credential/intern certificate. Teacher experience ranges from four to twenty-five years. School administrators are fully credentialed within the state of California as school administrators and have administration experience ranging from two to eight years. Compared to previous years, staffing has remained consistent amongst the teachers and Administration.

The staff turnover rate is very minimal when comparing previous years. When new staff arrives, depending on their level of experience, teachers are provided an Induction program for preliminary credential holders. For teachers with an Intern/Temporary credential, they are assigned site mentors. All academic expectations are in accordance with District wide goals. Site goals are determined through the development of the School Plan for Student Achievement (SPSA) each year. These goals are collaborated upon with staff, leadership committees, and School Site Council.

Dolores Huerta Elementary School teachers meet every Tuesday after school for staff meetings and/or collaboration. These meeting times rotate every week creating every other week schedule for each. For this purpose grade level leaders are established and those leaders serve on our leadership committee. Roles and responsibilities are set forth within these collaboration meetings as each team follows the Professional Learning Community (PLC) process establishing norms and procedures for collaborating. During some of these meetings, the PLC's will discuss student achievement, the root causes, and solutions to provide a highly rigorous instructional model to support further student achievement, while addressing the needs of all students.

Staffing and Professional Development Strengths

Dolores Huerta Elementary has identified numerous strengths in the area of professional development. These strengths were identified during a staff collaboration and leadership meetings. The staff has identified the following as strengths to our school community:

- Supportive and positive relationships
- Availability of mentor teachers
- Staff is flexible and willing to complete other assigned duties.

- Support staff is supportive in overall school culture and climate
- Availability of professional development for one hour after school
- Availability to attend professional development conferences (AVID, PLC, CAFE, etc.)
- Availability of counseling services

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Dolores Huerta Elementary has identified that there is a lack of Professional Development and collaboration. **Root Cause/Why:** Lack of substitutes to release teachers for professional development, collaboration, and academic conferences. As a result of the pandemic, in the 2022-2023 school year our school is still being impacted by staff chronic absenteeism creating a loss of quality instructional time.

Teaching and Learning

Teaching and Learning Summary

Currently the teachers at Dolores Huerta Elementary School describe the environment as, “Collaborative.” They feel that many of the teachers are flexible and will collaborate with each other for student success. Teachers are able to utilize the district mandated curriculum as well as other supports to help students achieve success. Teachers feel that with the support of the Administration, they are able to have the flexibility to achieve success using the resources available to them. The teachers are able to work together in their PLC’s as a grade level and vertically as well.

Student success at Dolores Huerta Elementary is measured in a variety of ways. Progress is measured using the i-Ready Diagnostic and CAASPP Assessment.

According to the i-Ready Diagnostic progress was made by all sub-groups. School wide in the area of English Language Arts, 21% of the students were assessed at or above grade level compared to 17% from the previous year. For students listed at one grade level below students were at 32.3% compared to 36.2% from the previous year. Finally, for students listed at two or more grade levels below, students were at 19.1% compared to 21.7% from the previous year.

According to the i-Ready Diagnostic progress was made by all sub-groups. School wide in the area of Mathematics 13% of the students were assessed at or above grade level compared to 13% from the previous year. For students listed at one grade level below students were at 42.2% compared to 44.3% from the previous year. Finally, for students listed at two or more grade levels below, students were at 23.2% compared to 20.4% from the previous year.

When analyzing assessment results for students in grades Kindergarten to Third, according to the i-Ready Diagnostic, students are performing as shown:

Kindergarten (Reading)		2021 - 2022		2022 - 2023
At or above grade level:		65% (20)		41% (19)
One Grade level below:		59.57 (28)		59% (27)
Two grade levels below:		0%(0)		0%(0)
Three or more grade levels below:		0%(0)		0%(0)

Kindergarten (Math)		2021 - 2022	2022 - 20223
At or above grade level:		52% (19)	42% (19)
One grade level below:		39% (12)	59% (27)
Two grade levels below:		0% (0)	0%(0)
Three or more grade levels below:		0% (0)	0%(0)

First (Reading)		2021 - 2022	2022 - 2023
At or above grade level:		17% (8)	23.9% (18)
One grade level below:		73% (35)	74% (34)
Two grade levels below:		10% (5)	2% (1)
Three or more grade levels below:		0% (0)	0%(0)

First (Math)		2021 - 2022	2022 - 2023
At or above grade level:		13% (6)	15% (7)
One grade level below:		73% (35)	80% (37)
Two grade levels below:		15% (7)	4% (2)
Three or more grade levels below:		0% (0)	0%(0)

Second (Reading)		2021 - 2022	2022 - 2023
At or above grade level:		24% (11)	14% (6)
One grade level below:		41% (19)	25% (11)
Two grade levels below:		33% (15)	61% (27)
Three or more grade levels below:		2% (1)	0% (0)

Second (Math)	2021 - 2022		2022 - 2023
At or above grade level:	17% (8)		9% (4)
One grade level below:	50% (23)		48% (21)
Two grade levels below:	28% (13)		43% (19)
Three or more grade levels below:	4% (2)		0% (0)

Third (Reading)	2021 - 2022		2022 - 2023
At or above grade level:	34% (16)		14% (7)
One grade level below:	26% (12)		26% (12)
Two grade levels below:	32% (15)		32% (15)
Three or more grade levels below:	9% (4)		28% (13)

Third (Math)	2021 - 2022		2022 - 2023
At or above grade level:	6% (3)		9% (4)
One grade level below:	49% (23)		45% (21)
Two grade levels below:	26% (12)		26% (12)
Three or more grade levels below:	19% (9)		21% (10)

This data presents growth among these grade levels, with more room to improve. Compared to other grade levels across the district with similar schools of the same population size, the data appears to be consistent among these grades. The demographic comparison was inconsistent due to the number of students of a specific demographic we have that no other school in the district has. When compared to curriculum assessments and common formative assessments created by the teachers, students performed at the level consistent with the i-Ready Diagnostic. Assessment scores are generated through the Illuminate/Synergy system for report card grading purposes. These grades, combined with other assessments administered by the teacher(s) generate a report card grade for the students.

Students at Dolores Huerta Elementary School participate in a career and college readiness program that is administered by our counseling team. This program, Xello, is supported district wide among all grades at every school. Student progress is monitored by the counseling team and teaching staff. Students are encouraged to complete a career and college path that adjusts to the student's preference using a survey based on their responses. Students also participate in a college and career readiness school wide using Advancement Via Individual Determination (AVID) strategies which are embedded in instructional practices and supported school wide. These practices include Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Using these strategies also allow teacher(s) to create a system for students deemed chronically absent. This allows teachers to re-teach and address the needs of those students who may be at risk of failing.

Currently students at Dolores Huerta Elementary have several options that align with our mission, vision and institutional goals. Not only does this support our mission, but reinforces the District goals of preparing all students to be career and/or college ready. In order to support these goals, our school utilizes the Xello program to educate all students on career and/or college goals. Students in or junior high grades also have the opportunity to participate in an arts program consisting of music (band), mariachi, and/or Art. Students also have the opportunity to participate in Career Technology Education classes focused on engineering, automation, and robotics. All of these programs support the districts and schools' vision to prepare all students to be career and/or college ready. The programs provided a highly rigorous and safe environment to explore and develop goals and expectations to succeed. All students are given the opportunity to experience and choose the course they would like. With these programs, our school is able to associate the core curriculum to meet grade level expectations and standards dictated by the State of California. Currently in our instructional day, students are offered at least 300 minutes of high quality and rigorous instruction in these content areas and programs.

Students at Dolores Huerta Elementary also have equitable access to technology while on campus and at home. Students are issued a Chromebook computer and if need an internet hot-spot to bring home. Students while at school also are offered access to an issued Chromebook in class. During instructional

periods, students use the technology as dictated by the teacher(s). Many teachers provide a blended experience of technology and direct instruction. Teachers also have the option to utilize core curriculum using technology as well as hard-copied books, manuals, handouts, etc. The i-Ready Diagnostic is administered online with the use of technology as well as benchmark assessments. Teachers have the ability to utilize common formative assessments created through illuminate that uses technology. The data provided shows student success and growth are assessed using issued technology. The one challenge we have at our site is the access to technology in the form of internet access at home. Many students do not have access to the internet so a Wi-Fi hot-spot is issued to the student. Access to many other programs may be limited due to the low socio-economic demographic our school community consists of. These programs include health services, fine arts, athletics, or other community offered resources.

In order to provide the students at Dolores Huerta Elementary a high quality and rigorous education, teachers are encouraged to use a variety of instructional strategies to meet the needs of all students. These strategies include suggestions and opportunities for teachers provided to them throughout the curriculum the district provides. Teachers are expected to teach the curriculum to fidelity yet use different strategies as dictated by the learning styles of each student. In this issued curriculum teachers are provided a yearlong scope and sequence calendar to guide their instruction as needed. Using this scope and sequence teachers are able to align their instruction with instructional goals and standards. All teachers use the PLC process to reflect on teaching practice to help guide further instruction. Using the PLC time to examine data among their class, provides them the opportunity to create a high quality and rigorous instructional environment. It also provides the teachers with the ability to collaborate with their peers to create common formative assessments to help guide instruction. In these PLC's, staff meetings, and leadership committees, instructional time is monitored, assessed, and reflected upon to determine if any adjustment in instructional minutes may be needed.

Students at Dolores Huerta Elementary are provided an equitable learning environment. This is reflected upon and monitored throughout the year. It is supported by school wide procedures and guided by teachers collaborating with each other. Teachers along with administration support all students as they progress through their educational career at Dolores Huerta Elementary. They are supported by preparing them each year not only for their current grade, but for the continuing grades, by providing them the opportunity to experience success. This includes the opportunity for students to speak to their future teachers and provide expectations for success in their future grade level. For our Junior High students, students are afforded the opportunity for the home high school to visit and assist with registration and inquire about programs available to them in high school.

Students at Dolores Huerta Elementary school are subject to a school-wide behavior system dictated by the Positive Behavior Intervention and Supports (PBIS) program. There are school wide behavior expectations with a matrix created with teacher input and posted in all classrooms and common areas. Due to this behavior support system, Dolores Huerta had no suspensions in the previous year. There were discipline referrals generated but had little impact to student learning. Using these PBIS strategies, teachers create, with student input, classroom expectations (norms) for expected behavior. Classroom management data shows that many of the incidents occurring are Tier 1 behaviors and dealt with in the classroom setting. According to a survey administered by the district, the following are the results from the students regarding bullying and drug use:

Grades 4th - 5th	Participants	Percentage
Bullied in last 30 days	40	13%
Used tobacco	33	0%

Used Marijuana	33	0%
Used Vape Pen, etc.	33	0%

Grades 6th - 8th	Participants	Percentage
Bullied in last 30 days	150	13%
Used tobacco	150	0%
Used Marijuana	150	2%
Used Vape Pen, etc.	150	1%

There were no documents incidents of unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. Incidents of bullying we handled via classroom teacher and/or administration utilizing the district discipline matrix.

Teaching and Learning Strengths

Dolores Huerta Elementary has identified numerous strengths in the areas of Teaching and Learning. These strengths were identified during a staff collaboration and leadership meetings. The staff has identified the following as strengths to our school community:

- The autonomy to use differentiated learning strategies
- The autonomy to use small group instruction
- Teachers use relatable content to provide foundational knowledge relative to interest
- Use of a variety of available technology
- The use of data to reflect on teaching practices and improve overall instruction
- Teacher and Student relationships
- Support of all students
- Clear and measurable objectives
- Data shows growth among school community
- Meaningful lessons for all students
- Supportive/Collaborative staff

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): At Dolores Huerta Elementary School we have identified the lack of continuous focused professional development in the areas of Mathematics. Based on the i-Ready Diagnostic data, 43% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below. **Root Cause/Why:** Continuous training in the use of math manipulatives. Continuous training in using the i-Ready Pathways. Continuous training in using the i-Ready Curriculum to build capacity across all grade levels.

Needs Statement 2 (Prioritized): At Dolores Huerta Elementary School we have identified a lack of continuous focused professional development in the areas of English language arts. Teachers have identified that Based on the i-Ready Diagnostic data, 47% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below. **Root Cause/Why:** On going common formative assessments across all grade levels. Need for Professional Learning Communities vertical alignment in identifying priority standards for all grade levels

Needs Statement 3 (Prioritized): At Dolores Huerta Elementary School we have identified that there is a lack of vertical alignments in the areas of common

formative assessments. Continuous professional development and collaboration in the creation of common formative assessments across all grade levels. **Root Cause/Why:** Ongoing common formative assessments across all grade levels. Need for Professional Learning Communities vertical alignment in identifying priority standards for all grade levels

Needs Statement 4 (Prioritized): At Dolores Huerta Elementary School we have identified students with disabilities are performing below grade level. **Root Cause/Why:** Students with disabilities have identified a need for more intensive support.

Parental Engagement

Parental Engagement Summary

A survey was conducted at the beginning of the school year 22-23 to get input from parents on best days/times and focus on topics of interest. Based on the survey results, some parents responded they had internet access through their phone, but no computer. The most common topics of interest that parents selected were regarding counseling and homework help. In addition, many parents responded that their work schedule made it difficult to attend school meetings. This 22-23 school year Huerta Elementary scheduled various meetings throughout the year providing parents and community members the opportunity to engage.

Our Community Assistant at our school site would provide community resources for our parents upon request or as needed. In addition, there were various community organizations invited to join our school to present to our families. Our school support staff and counselors also participated in presenting to parents covering the following topics; School Readiness, College and Career, Xello, Attendance, bullying, Second Step, i-ready, state testing, literacy, and mental health. Parents Coffee Hour was scheduled twice a month virtual for our parents on various topics.

Meeting Topic	Number of Participants
Title 1 and REMS	189
College and Career/Xello	10
Mindfulness	13
PLTW	19
Drug and Tobacco Awareness	12
Class Dojo and Communication Platforms	15
Attendance	15
Coping Skills	8
Math Family Night	56
Literacy Family Night	65
AVID Family Night	56

A back to school night was scheduled at the beginning of the 22-23 school year. Parent conferences were scheduled at the end of the first and second trimester, in which teachers met with them to review student academics, progress and set goals. In comparison, prior to COVID-19 families in grades K-6th grade had a high rate of participation in conferences. During this 22-23 school year conferences were offered via-zoom or telephone. There was an increase or participation compared to previous years.

Our parent participation is currently documented with sign in sheets and screenshots from our zoom virtual meetings. In addition, we also measure our parent participation through completion of both district and school surveys. Our social media accounts are also monitored and respond to parents as needed or follow up. At Huerta Elementary our staff and families have created a positive and nurturing environment for our students. Parent conferences and parent meetings have been offered at various times

throughout the day to support parents. All our communication is sent to our families in the Wednesday folder, phone calls, email, class dojo, website, social media and marquee.

Parental Engagement Strengths

Dolores Huerta Elementary has identified numerous strengths in the areas of Parent Engagement. These strengths were identified during a staff collaboration and leadership meetings. The staff has identified the following as strengths to our school community:

- Parent Communication platforms
- Use of Class Dojo
- Use of Google Classroom
- Use of Google Voice
- Use of Blackboard for phone calls home
- Use of student daily planners
- Parent Academic conferences
- Student reading logs
- AVID Parent nights
- Math/STEM Parent Nights
- Reading/Literacy Parent Nights
- Back to School Night(s)
- Parent Coffee

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Dolores Huerta Elementary School has a decrease of parental engagement as a result of the pandemic for the past 2 school years. In person attendance at these meeting has increased but is not at the numbers it was before the pandemic. **Root Cause/Why:** The Pandemic has caused a severe decrease and disconnect of parental engagement. These include parent academic conferences, parent coffee hours, family nights, and other school events and celebrations. Families have a lack of adequate internet access to connect to Google Classroom, Class Dojo, Remind, and other technology pieces that would enable access to school resources.

School Culture and Climate

School Culture and Climate Summary

Dolores Huerta Elementary is located in south Stockton at 1644 S. Lincoln Street. Our current student enrollment is at 488 students. There are two classrooms per grade level servicing kindergarten - 8th grade. Dolores Huerta Elementary is a neighborhood school. Our staff, parents, students and community are all contributors in the development and implementation of our school plan. Student and parent surveys are used to collect information on programs, courses and also another interest that they would like to see implemented on our school campus. Every year we conduct surveys to make sure that the offerings are still of interest.

Our families and students feel welcomed on our campus. All our staff here at Dolores Huerta Elementary is always helping support our families and make sure that the school is a safe place. There are safety protocols and covered supervision to ensure that we are a safe campus. It is communicated to parents through parent meetings and also monthly letters how we maintain a safe learning environment for our students. At the beginning of the school year parents receive an information packet that contains the schoolwide expectations. We begin the school year by hosting a back to school night in which teachers inform parents of grade level expectations, curriculum, and learning expectations. Throughout the school year parent conferences are scheduled for teachers to meet with parents and review student academic and progress. Parent Coffee meetings are scheduled twice a month and some topics covered address the needs in the areas of student achievement and school performance.

Several times per year we collect school climate data from our students. We use this information on our site's PBIS team and the PLUS students use it to create meaningful student activities to address student issues. Our data below is showing that in grades 4th -5th our students have a sense of belonging in our school and feel safe. Our data for 6th -8th grade shows that students feel like their voice does not matter to an adult on our campus. Based on the findings from our PLUS climate survey our school needs to improve the support for our students in grades 6th-8th.

Grades 4th-5th	Participants	Percentage
I feel like part of this school	40	68%
I feel safe in my school	40	90%
At my school, there is a teacher or other adult who cares about me.	40	78%
I know an adult at school that I can talk with, if I need help.	40	80%
I feel like my voice matters to adults at my school.	40	68%
The staff at my school treats students fairly	40	68%

At home there is an adult who helps me when I am having a hard time.	40	80%
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Grades 6th-8th	Participants	Percentage
I feel like I am part of this school	150	69%
I feel safe in my school	150	66%
At my school, there is a teacher or other adult who really cares about me.	150	69%
At my school, there is a teacher or other adult who tells me when I do a good job.	150	83%
At my school, there is a teacher or other adult who believes that I will be a success.	150	79%
I know an adult at school that I can talk with, if I need help.	150	69%
I feel like my voice matters to adults at my school.	150	56%
The staff at my school treats students fairly.	150	67%

Since the Pandemic, Chronic Absenteeism has improved and our students seem to be re-integrating back into the social-emotional aspect of school.

School Culture and Climate Strengths

Dolores Huerta Elementary has identified numerous strengths in the areas of School Culture and Climate. These strengths were identified during a staff collaboration and leadership meetings. The staff has identified the following as strengths to our school community:

- Supportive Administration and support staff
- Positive thinkers
- Collaborative environment
- PLUS Program
- Leadership Committee
- Kindness Squad

- Attendance Celebrations
- school wide assemblies

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): During the 2022-2023 school year there was a 22.3% decrease in chronic absenteeism, from 52.2% to 29.9%. **Root Cause/Why:** Due to the COVID-19 protocols in place, this caused and contributed to the high rate of chronic absenteeism. Families traveling out of the country/state for an extended period of time during school breaks.

Needs Statement 2 (Prioritized): Current data and referrals are showing that students are displaying poor social emotional behaviors in and out of the classroom. **Root Cause/Why:** There has been a lack of the implementation of small group counseling and social group opportunities. There is lack of interest in the middle school levels for PBIS incentives. There is a lack of structured activities during non-instructional periods.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By end of the year 2024, per i-ready diagnostics 3 results, the total number of students performing 2 or more grade levels below will decrease by 95 (20%) students. MATH: By end of the year 2024, per i-ready diagnostics 3 results, the total number of students performing 2 or more grade levels below will decrease by 95 (20%) students. EL goal: By end of the year 2024, per ELPAC, increase the number of student who reclassify by 15 students.

Identified Need

Dolores Huerta Elementary has identified that there is a lack of Professional Development and collaboration.

At Dolores Huerta Elementary School we have identified the lack of continuous focused professional development in the areas of Mathematics. Based on the i-Ready Diagnostic data, 43% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

At Dolores Huerta Elementary School we have identified a lack of continuous focused professional development in the areas of English language arts. Teachers have identified that Based on the i-Ready Diagnostic data, 47% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

At Dolores Huerta Elementary School we have identified that there is a lack of vertical alignments in the areas of common formative assessments. Continuous professional development and collaboration in the creation of common formative assessments across all grade levels.

At Dolores Huerta Elementary School we have identified students with disabilities are performing below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 2 or more grade levels below in ELA and Math. Number of students reclassified .	215 students number performing 2 or more grade levels below in ELA. 197 students number performing 2 or more grade levels below in Math. 25 of 157 students have been reclassified in ELD.	136 students 2 or more grade levels below in ELA. 131 students 2 or more grade levels below in Math. 15 of 157 students reclassified in ELD.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Huerta School implements AVID school-wide strategies to students in grades k-8th. 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. Provide students in grades k-8th grade 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). 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. 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, post it notes, easel, file folders, graph paper, binder tab inserts, 2 pocket folders, colored two-pocket folders, ball point pens, wet erase markers, journals, highlighters, sentence strips, poster boards, presentation boards and composition notebooks. This strategy will be monitored by AVID monthly instructional walkthroughs. Instructional Materials/supplies: (43110) \$ 6,668--Title 1 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. AVID students will experience learning opportunities about careers and education through visiting various universities and college campuses through fieldtrips. Fieldtrip non district transportation (58720)--\$3,000 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$6,668	50643 - Title I
\$5,000	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

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). All Huerta students will have access to the Accelerated Reader Program to build reading fluency and comprehension skills. In addition, students will also have access to Xtra Math to improve basic math computation and fluency. Appropriate materials/equipment to enhance/support ELA and Math instruction will include, but not limited to: note cards, paper, pens, pencils, small white boards, white board markers, highlighters, binders, sheet protectors, printers, printer toner/ink (black and color), chart paper, tape, sentence strips, composition books, spiral notebooks, student chromebooks, crayons, map colors, rulers, math tools such as manipulatives, compass, protractors, post-it notes, SmartBoard or other interactive media, etc. Supplies to support the poster maker and laminator for student work. Media accessories such as ink, cords. Equipment/technology replacements include: projectors, classroom printer, document cam, white screens. This strategy will be monitored monthly by teachers using the data from the AR reports and xtramath. In addition, the i-ready diagnostics report will also be used to monitor progress three times a year. This strategy will also be monitored by number of students who use technology tools as an ongoing part of instruction. Accelerated Reader Student License (58450) --\$6,648.50 (LCFF) XtraMath Schoolwide License-(58550)- \$600 (LCFF) Materials/supplies: (43110) \$ 9,630--LCFF Technology/Interactive Media- (44000)- \$11,538 (LCFF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$6,700	23030 - LCFF (Site)
\$600	23030 - LCFF (Site)
\$9,630	23030 - LCFF (Site)
\$11,538	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

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, CAFE, 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 four times in a school year (11700) - 18 Teachers X 4 X \$200= \$14,400 LCFF Conferences: PLC, CAFE, ELD Institute, AVID Summer Institute (virtual or in Person) (52150)-\$ 10,000 (Title 1) Instructional Coach (1 @ .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)-- 10 hours for supporting teachers with planning and collaboration after school. 10 X \$60=\$600--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 will plan and support intervention for students in tier 3 in collaboration with classroom teachers. Program Specialist will monitor data for Students With Disabilities periodically to coordinate targeted support and provide differentiated resources to address their needs. 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 1.0 (19101) --\$71762 LCFF (.5) / \$71762Title I (.5) Program Specialist--additional time (19500)--10 hours for supporting teachers with planning and collaboration after school. 10 X \$60=\$600--LCFF This strategy will be monitored by number of teachers who have prioritized literacy strategies for use in all classrooms of that grade level. Number of teachers incorporating the CCSS math practice standards in daily lessons. Number of teachers of grade levels in where units have been developed that align to the CCSS in ELA, Math and Literacy in the content area.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,800	23030 - LCFF (Site)
\$14,400	23030 - LCFF (Site)
\$6,390	50643 - Title I
\$600	23030 - LCFF (Site)
\$71,762	23030 - LCFF (Site)
\$600	23030 - LCFF (Site)
\$71,762	50643 - Title I
\$7,970	50643 - Title I Salary Contingency
\$7,970	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

1.1- Our School is in the certification process this 22-23 school year to show evidence of the full implementation of the school wide AVID strategies WICOR, focused notes, and student data binders. Students used the two and three column note structures and they were provided time to revisit their, mark up, and expand for clarification/expansion. In grades kinder through 2nd grade teachers display 2-column/ 3-column charts and model work to students. In grades 3rd-5th students learn to use the 2-column/3-column notes independently in ELA, math, science, social studies and ELD (EL students only). Students learn to take notes, mark a text and also reference their notes. In grades 6th-8th grade students continue to use 2-column/3-column notes independently in all subjects and are able to take focused notes and refer to them as needed to apply in their work. AVID strategies are helping our students stay focused and organized in all grade levels. Each grade level has a focus on organization and also are provided the supplies and materials needed to help support the students. Our school is working with our neighboring high school in creating a collaborative relationship and providing opportunities for our students supporting AVID. This school year our students did not have the opportunity to visit college campuses due to transportation availability. 1.2 In order to support the increasing of academic questioning and improving literacy skills, through the implementation of benchmark curriculum, Accelerated Reader, and AVID weekly. In grades 1st-8th grade students are using the Accelerated Reader to take the STAR test to determine Lexile reading level. This has provided our students with a Lexile level to select reading books at their level. They have the opportunity to build on fluency and reading comprehension. Teachers are able to monitor student growth in reading fluency and comprehension. Classroom teachers in grades 3rd-8th grade incorporated math routines in fluency and school-wide i-ready and ready math word problem routines were used to learn how to solve word problems. The use of Accelerated Reader is not consistent across the grade levels school wide. Currently 13 out of the 18 classrooms are using Accelerated reader. 1.3 A) Teachers were given the opportunity to co-plan/co-teach with the instructional coach from August to May. Teachers collaborated during PLC time twice a month. The instructional coach provided ongoing coaching support as needed or requested by teachers. It focused on providing new teachers with classroom management strategies with follow up observations and feedback. In addition, most teachers received support in lesson planning using the district adopted curriculum, which included providing, co-planning, co-teaching and demonstration of lesson support. Due to the substitute shortage it was difficult to release teachers during the day to plan and collaborate. B) Conferences: During the school year many options were offered to our teachers to attend conferences. In this transition back to school this year it has been very challenging for staff to commit to attending conferences during their time off or after work hours. There was not a high volume of requests or interest in attending conferences through the school year on behalf of our teaching staff. A team of 5 teachers and 2 administrators will be attending the PLC professional development in Vegas this 2023 summer. A team of 2 teachers, 1 counselor, and 2 administrators is scheduled to AVID Summer Institute this summer 2023. C) This school year there is only one coach and a full-time program specialist. Our coach has been working in supporting all teachers on site as needed or by teacher request. Program Specialist has provided support in modeling classroom lessons, collaborating with teachers, analyzing school wide data, and planning and scheduling assessments and tests. 1.4 Students were organized through the use of daily planners and students were able to communicate their weekly goals and understanding of tasks. 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; planners, binders, dividers, pencil pouches, binder paper, notebook, highlighter, pens, pencils, and sharpeners. 1.5-This strategy was not implemented during the 21-22 school year, as a result of the impact COVID 19 had on staff, there were no teachers interested in signing up to provide extra support after-school.

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

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.

1.2 It has been identified that our students need support in math fact fluency, therefore, an additional license for extra math would be added. 1.3 A) In the 2022-2023 school year we will continue to focus on collaborating in grade level teams and in vertical collaboration to identify the essential grade level standards that every student needs to master by the end of the year. We will continue to provide ongoing coaching support to all teachers. We will continue to work in our PLC's focusing on CFA's SMART goals, collective commitments and instructional strategies. More collaboration for teachers will be provided during the school day to plan with grade level teams. Provide more opportunities for professional development to support in the areas of literacy, math, science, social studies, Project Lead The Way and social emotional. 1.3 c- There is a need to have a full-time program specialist at our site to continue to support students in collaboration with our teachers to plan, organize and identify students for tier 3 support. In addition, the program specialist will provide support for teachers in the implementation of tier 3 interventions. 1.4 For the AVID elective class, the goal is to allocate funding for transportation to visit universities. This would provide students with the experience and opportunity to set goals and plan their career pathway.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

During the 2023-2024 school year, Huerta will decrease chronic absenteeism for all students to below 15% school wide.

Identified Need

During the 2022-2023 school year there was a 22.3% decrease in chronic absenteeism, from 52.2% to 29.9%.

Current data and referrals are showing that students are displaying poor social emotional behaviors in and out of the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	28.74%	15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

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, improve attendance and create a positive school climate. 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. This strategy will be monitored using the school attendance rates and chronic absenteeism rates. PBIS conference/Attendance Conference \$3,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Implement structured student engagement activities during non-instructional time (recess time) to reduce discipline and maintain a safe learning environment. Factory Institute of Training will provide structure to the playground while keeping students active and having fun. Students will engage in physical activity safely with the support of coaches and training staff who are credentialed with Physical Education & Adaptive Physical Education. Students will participate Intramural Sports; Basketball, baseball/softball, soccer, flag football, hockey and badminton. Factory Institute of Training will assist with improved student attendance and a decrease in the number of discipline on the playground at lunch recess. Consultant- \$16,640 (Title 1) This strategy will be monitored by number of referrals and suspensions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$16,640	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

2.1 - This strategy was not fully implemented, but our team did participate in district PBIS meetings. We did not have staff attend the PBIS conference, due to staff shortage for coverage. 2.2- This strategy was not implemented due to availability of dates. There were opportunities for our staff to attend scheduled PD opportunities through the district.

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

2.2- The funding for this strategy was reallocated into goal 1 strategy 3.

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.

2.1 - The goal is to send a team to a PBIS conference and Attendance to help support in the areas of decreasing discipline and decreasing chronic absenteeism. 2.1.2- Our site will be focusing on supporting unstructured paly time by supporting with a consultant that can provide structured activities for students to participate during recess.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) During the 2023-2024 school year, Huerta will maintain at 80% of parent participation in academic conferences.

Identified Need

Dolores Huerta Elementary School has a decrease of parental engagement as a result of the pandemic for the past 2 school years. In person attendance at these meeting has increased but is not at the numbers it was before the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Conference sign in sheets.	80%	Average based on sign in sheets.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

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. Teachers will be released during the school day to participate in Parent Coffee and present a PD for parents. Substitute Teachers for Teacher release time and Academic Conferencing (11700)-- 64 days X \$200=\$12,800-Title I This strategy will be monitored using parent sign in sheets.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$12,800	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

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. In addition, also provide the parents the opportunity to attend CAFE conference. 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- 2,076 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. This strategy will be monitored using parent sign in sheets and parent survey. 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)- \$61,200--Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent
\$2,076	50647 - Title I - Parent
\$61,200	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

3.1. This 22-23 school year there was an increase in parent participation attending parent conferences twice this year. Teachers met with parents in person, via-zoom or over the phone to review student academics, progress and set goals. 3.2. During the 22-23 academic school year there were monthly parent meeting opportunities offered. Parent Coffee Hour was offered once a month on the third or fourth Thursday of the month. Through Coffee Hour various topics were offered. All parent meetings were scheduled in person. . Each month there was one parent meeting scheduled on average there was anywhere from 15-20 parents attending. Meeting topics offered ranged from, Title 1, REMS, Mental Health, i-ready, Attendance, Drug and Tobacco Awareness, ClassDojo, PLUS, Coping skills, College and Career Readiness, School Readiness and state testing.

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

3.1.2 This school year the Community Assistant position was not filled. The funding that was allocated for this position was moved over to support Goal 1 strategy 1, Goal 1 Strategy 3.

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.

3.1.1.For the next school year release time for teachers to be released during parent coffee to help connect and support the connection between school to home.
3.1.2 Offer parent PD focusing on grade level specific strategies and provide the manipulatives, book or resources in all subjects to be successful.

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	\$186,506.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$332,106.00

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 (\$)
50643 - Title I	\$175,460.00
50647 - Title I - Parent	\$3,076.00
50643 - Title I Salary Contingency	\$7,970.00

Subtotal of additional federal funds included for this school: \$186,506.00

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 (\$)
23030 - LCFF (Site)	\$137,630.00
23030 - LCFF Salary Contingency	\$7,970.00

Subtotal of state or local funds included for this school: \$145,600.00

Total of federal, state, and/or local funds for this school: \$332,106.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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