



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 07/27/2021

Montezuma Elementary

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montezuma Elementary	39686766042717	Ver 1 – 05/08/2020 Ver 2 – Ver 3 -	Ver 1 – 05/14/2020 Ver 2 – 02/19/2021 Ver 3 -	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 07/27/2021

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)

Montezuma Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for Students with Disabilities subgroup.

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.

Montezuma 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

Montezuma Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. Our SPSA was created with input from: Montezuma's site leadership team, English Learners Advisory Committee (ELAC) and School Site Council (SSC). The original plan was reviewed by the school's School Site Council on May 14, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Discussions among Stakeholders centered on increasing ELA student achievement. While we have CAFÉ reading in place for grade K-6, there was discussion around adding a platform that would help to engage readers in grades 7-8. It was suggested we obtain Accelerated reader for all students. In 2019, we had 85 suspensions, 53/85 were Special ed students in the TISS program. Student's behavior interferes with learning.

TISS students struggle with academics due to behaviors interfering.

Resource Inequities

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

Suspension rates are disproportionate between general education and special education students, a contributing factor was the lack of clearly defined job description for special education assists specific to the TISS program and corresponding pay to support the physicality of the job.

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 June 30, 2021, increase the percentage of all students meeting the standards on the SBAC by % in ELA.

By June 30, 2021, decrease the distance from standard for All Students in ELA by 10 points.

By June 30, 2021, increase the English Learners reclassification rate by 10%.

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

By June 30, 2021, increase the percentage of all students meeting the standards on the SBAC by 10% in Math.

By June 30, 2021, decrease the distance from standard for all student in Math by 10 points.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA:

While we are consistently increasing our met/exceeded standard for ELA and Math, gaps exists between our EL students in both ELA and Math. Furthermore-our SES student percentage is 88%. Additionally, Montezuma has a considerable amount of Special Education students from RSP (resource), DHH (deaf and hard of hearing), additionally- Montezuma houses the TISS (therapeutic intervention for student success)-these students qualify for the program because they are Emotionally disturbed (ED). Currently, we have 32 students in TISS. Further, this program has two Full-time Mental Health clinicians as well as a Board-Certified Behavior Analyst. Clinicians work in therapy with these students. TISS student behaviors negatively impact their ability to consistently attend classroom instruction. Student’s behavior interferes with learning. TISS students struggle with academics due to behaviors interfering with their learning

Previously, teachers struggled with the Units of Study(UOS) in terms of having a viable curriculum. Presently we have both ELA and Math curriculums and all teachers have been trained and are implementing both.

The present curriculum offers materials for Tier 1 and Tier 2 support, which we have not had with UOS. Students in K-6 have access to library books. Full Time librarian has leveled the library based on CAFÉ DRA and students know their individual reading level.

Bilingual assist provides support to K-3 and newcomers.

Program Specialist provides on-going PD on integrated ELD strategies, as well as provided support in integrated and designated ELD.

I-Ready ELA

Diagnostic 1	Diagnostic 2
Tier1- 15%	Tier1- 25%
Tier2- 40%	Tier 2-37%
Tier 3 -45%	Tier 3- 38%

ELA CAASPP

Met/exceeded Standard	ELA distance from standard
2016-21%	2016 -71.30
2017-22.96%	2017 -69.10
2018-25.82%	2018 -67.50
2019-28.22%	2019 -56.38

EL Reclassification Rate

2015-6%

2016-19%

2017-22%

2018-14%

2019-28%

22% increase in reclassification rate over the last 4 years

Consistently making gains in reclassification.

Dip in 2018, reflects changes from using CELDT to ELPAC to reclassify.

Bilingual assist provides support to K-3 and newcomers.

Program Specialist provides on-going PD on integrated ELD strategies and provided support in integrated and designated ELD.

56% of all our English Learners are functioning at a Level 3 or Level 4 on the ELPAC

As a result of school closures, we were unable to measure the impact of these programs on student’s using SBAC testing, however-observationally the students were making great leaps and had growth between fall and winter I-ready scores.

Math:

After a dip in scores in 2017, we changed our master schedule, so that math is taught in the morning. Additionally, we implemented a designated time for math facts and I-ready pathway.

I-Ready math

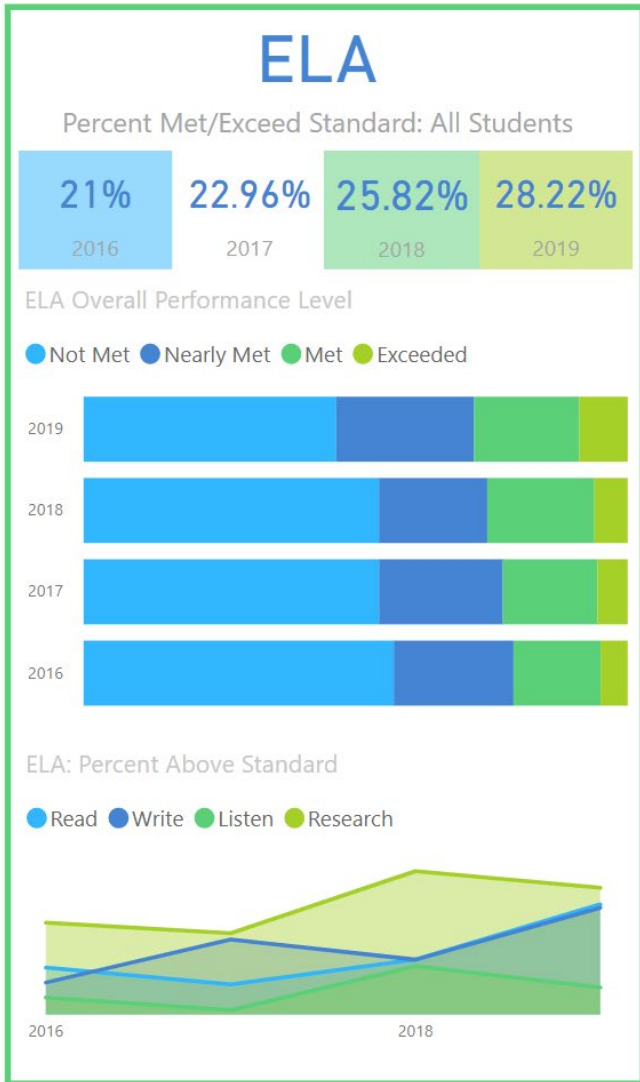
Diagnostic 1	Diagnostic 2
Tier1- 11%	Tier1- 27%
Tier2- 55%	Tier 2-47%
Tier 3 -34%	Tier 3- 28%

Math CAASPP

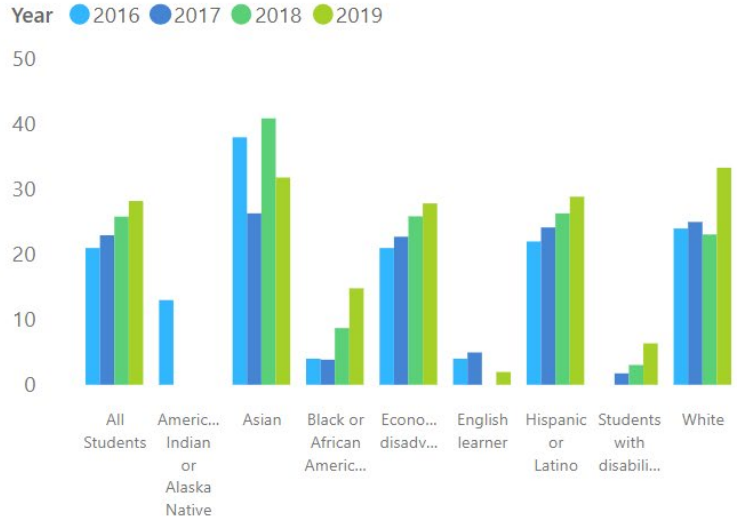
Met/exceeded Standard	Distance from standard
2016-17%	2016 -85.80
2017-14.47%	2017 -92.60
2018-19.04%	2018 -83.70

2019-24.12%

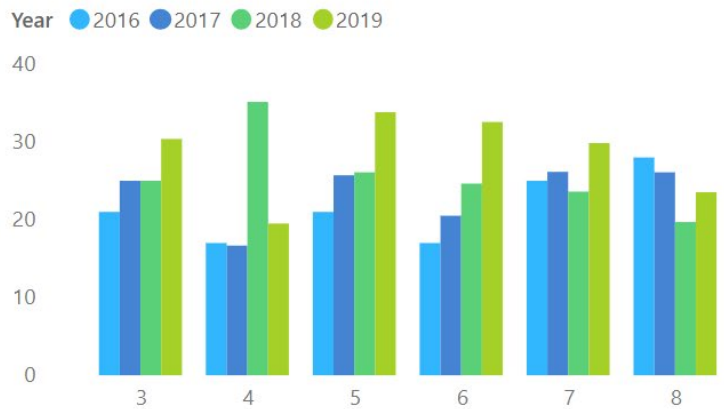
2019 -70.18



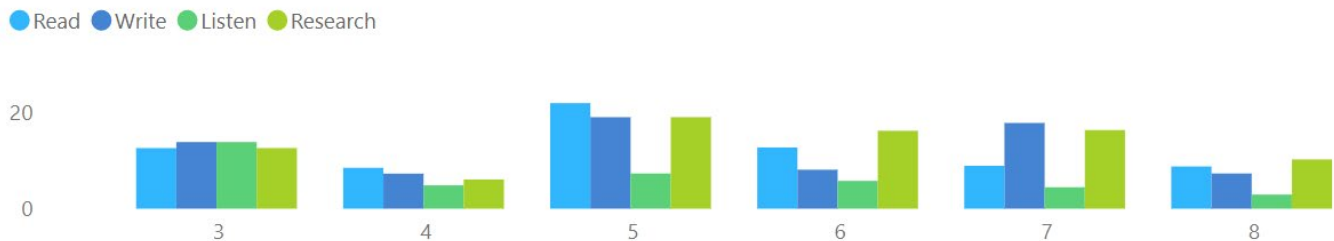
ELA CAASPP: Percent Met/Exceed Standard



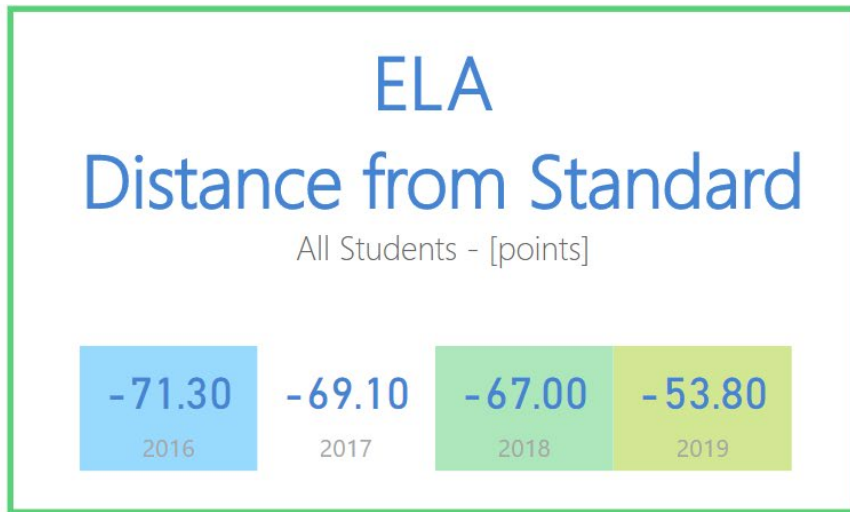
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



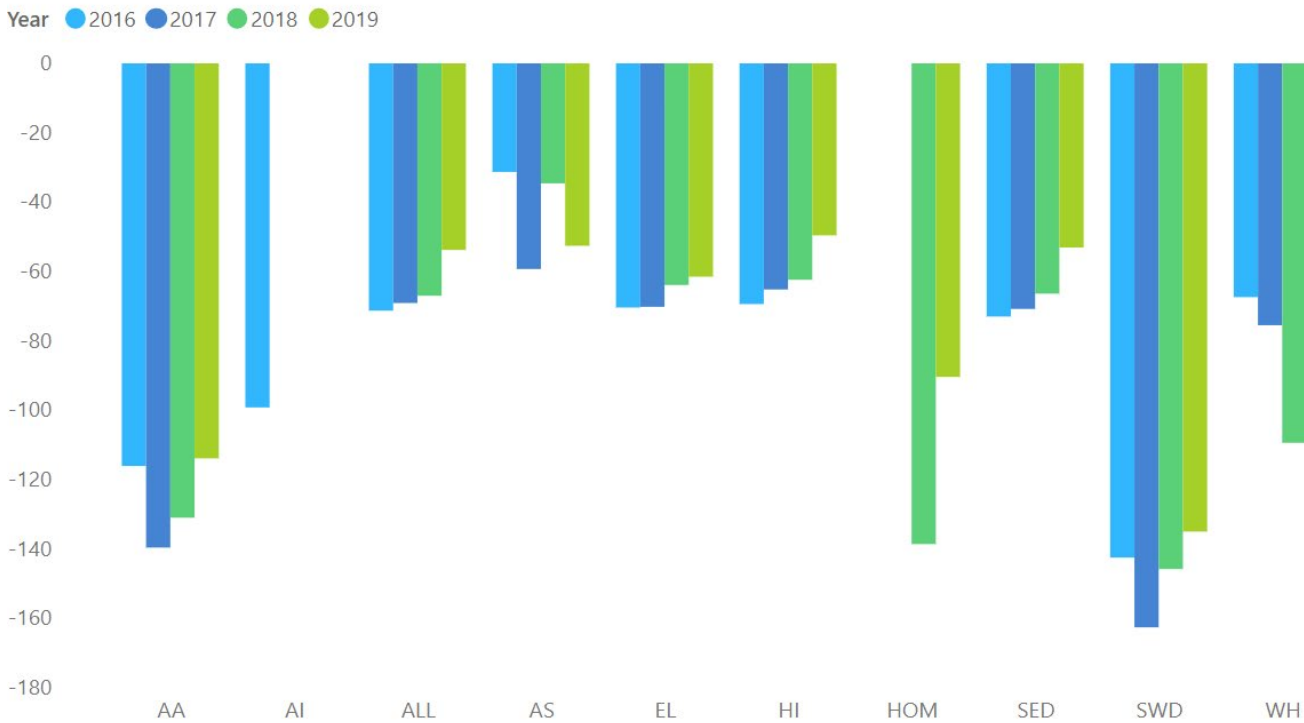
2019 Prelim ELA CAASPP: Area - Percent Above Standard

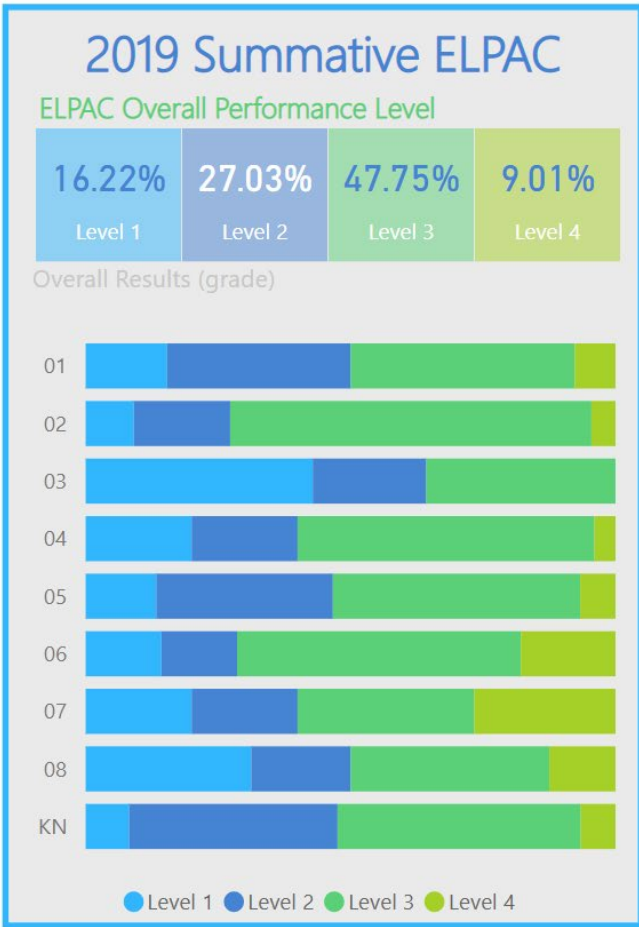


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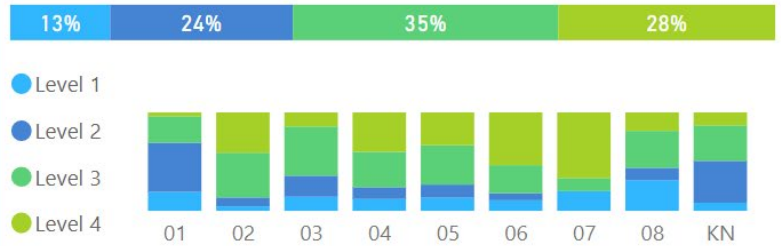


ELA Distance from Standard [points]

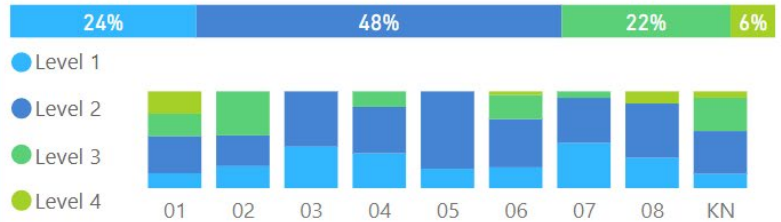




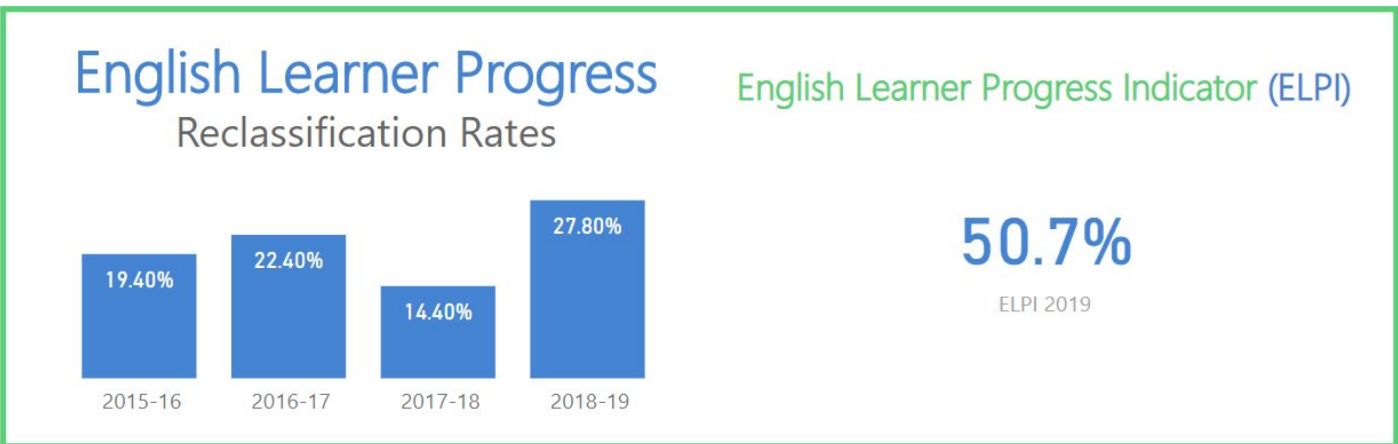
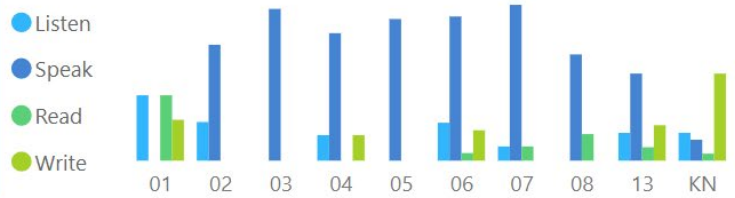
Oral Language Overall Performance Level

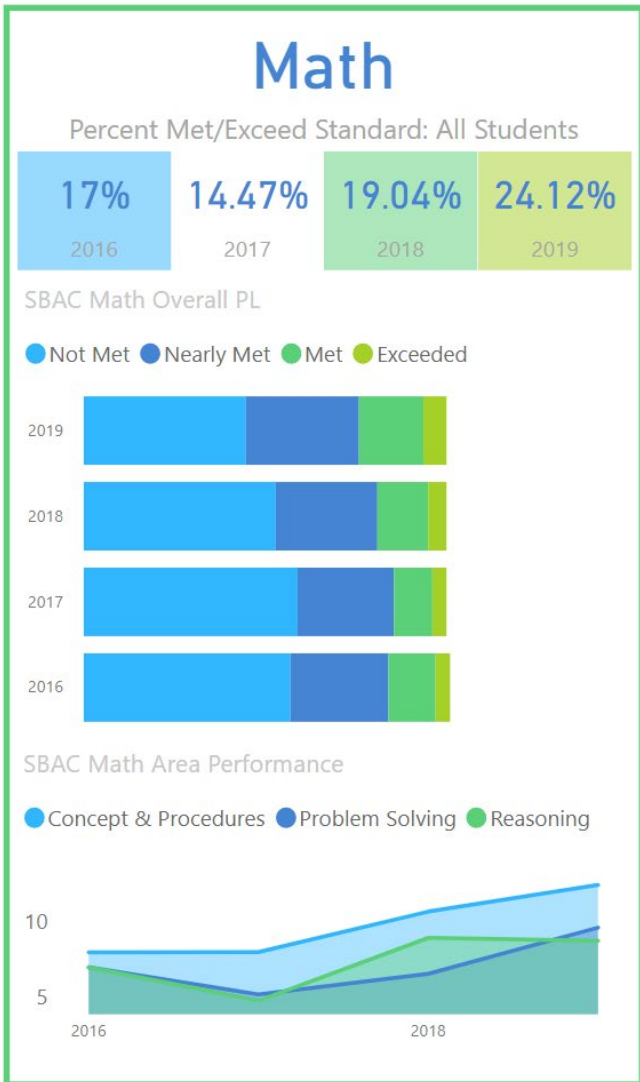


Written Language Overall Performance Level

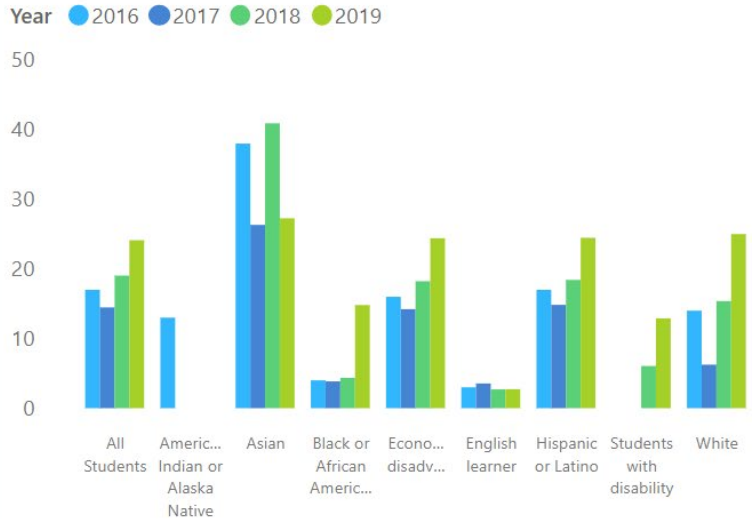


Performance Area: Percent Well Developed

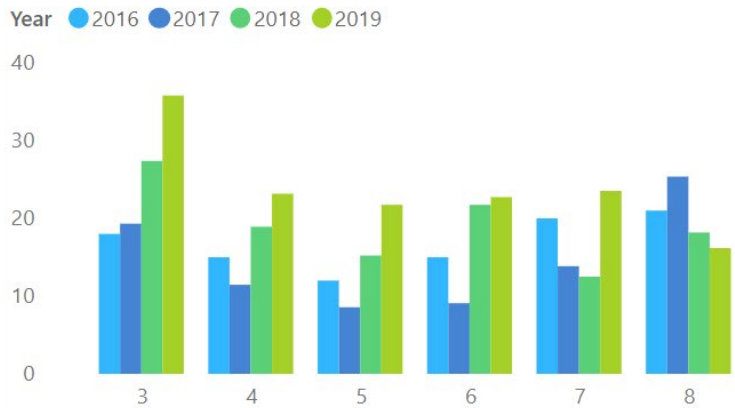




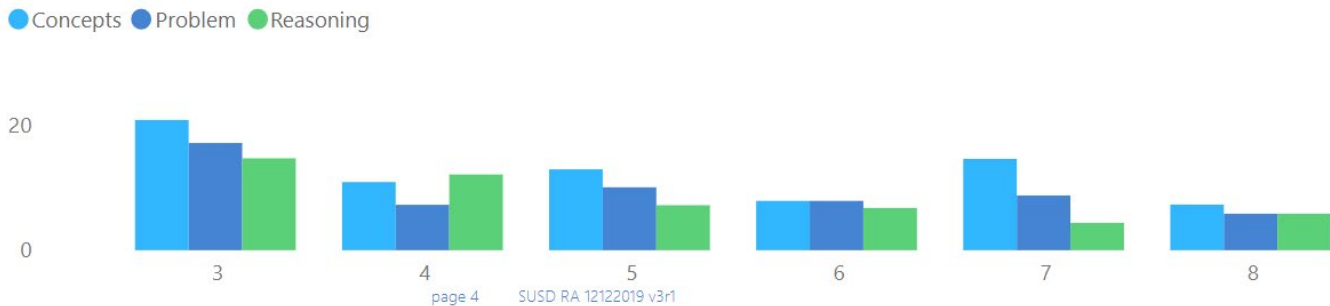
Math CAASPP: Percent Met/Exceed Standard

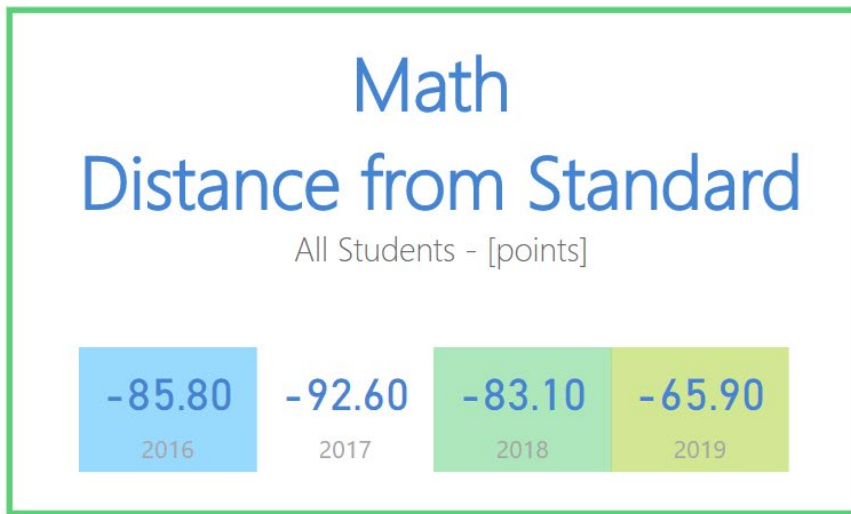


Math CAASPP: Percent Met/Exceed Standard by Grade Level



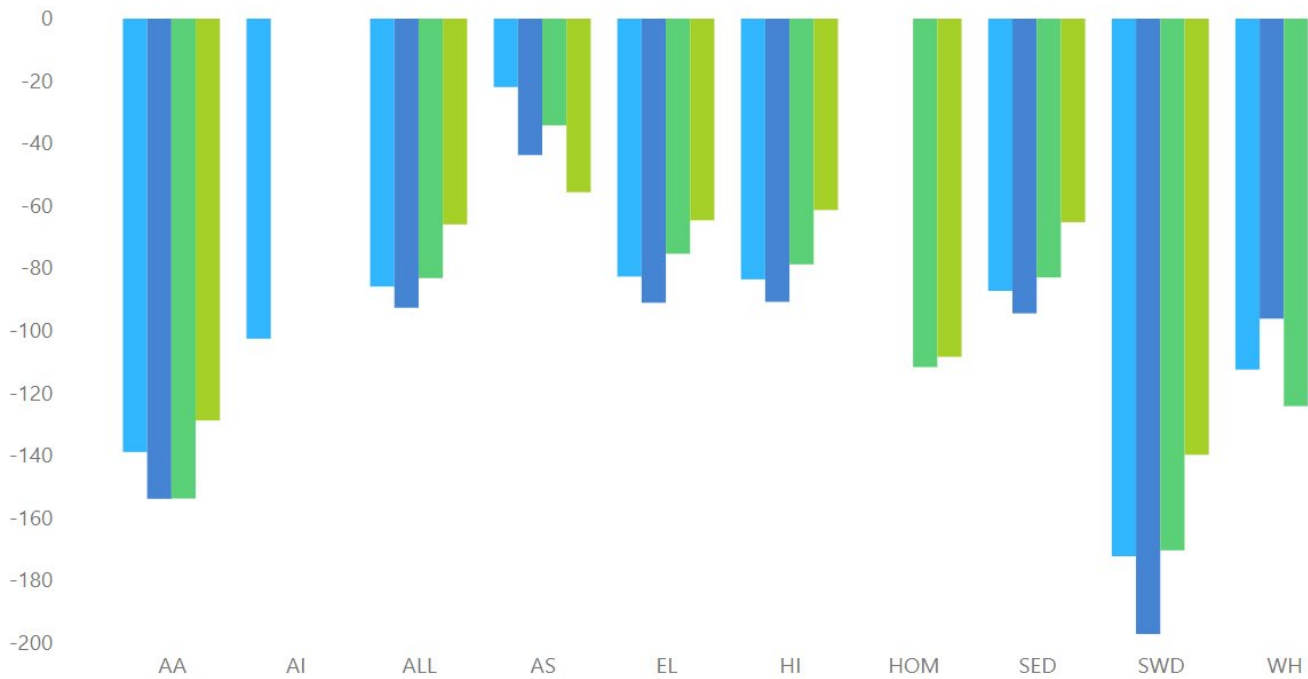
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

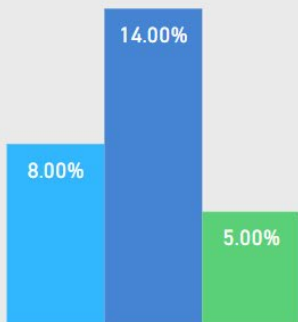
PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

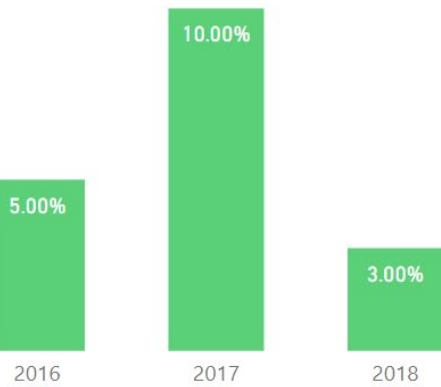
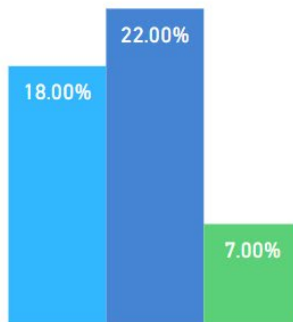
Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-56.38 points below	-46.38 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-70.18 points below	-60.18 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 will be served by strategies.

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, CAFE conferences, data analysis, academic conferences.

Program Specialist will provide Site based PD on RTI, ELD, ELPAC, data and support in class and during Academic Conferences. Additional Coordinator of base and supplemental programs to include Internal Coach for: Reading Corps, Math Corps and Amira Reading focusing on improving literacy, monitoring English Language Program, managing and analyzing student data and supporting site administration.

75% - Title I – Program specialist activities using Title 1 federally sponsored funds include:

Internal coach for intervention programs to include ReadingCorps and MathCorps, supporting teachers and administration with administering and monitoring data for local assessments, Afterschool Academic Hour coordinator, supervising and coordinating bilingual assist schedule, organizing and presenting at Parent meetings to include the Latino Family Literacy project, offering technical and instructional support to staff , providing site based trainings and professional development in an effort to increase student achievement and engagement.

25% - LCFF – {Describe what the Program Specialist will be doing supporting LCFF non-federally sponsored activities.} Program specialist activities using LCFF federally sponsored funds include:

Managing English learners' program and ELPAC testing. Managing SBAC testing, participating in the SAP process, member of site CARE team. Assist principal in assigned duties, as needed, resolve tech issues.

Substitute Pay Calculation to release teachers for PD, academic conferences:

100 days X \$200 = \$20,000

of coaching elements (co/teach, demo)

of teachers attending site-based PD

of observations

of observation with feedback impact of small group with tests (I-Ready, SBAC) broken up into small chunks and administered over time for Special Population.

As part of the Innovation Zone, during the 2019-220 school year, Montezuma had solid reading and math interventions in place:

Three Reading Corps tutors supported 30+, 3rd grade students daily with individual, reading interventions. Students made great gains in reading doubling their Words read per minute and increasing their overall comprehension. Anecdotally, classroom teachers notice increased participation and overall increased engagement from students participating in Reading Corps and Math corps.

Two Math tutors supported 20+ students in grades 4-8 with daily small group math lessons.

1st and Second grade benefited from AMIRA reading a web based reading program utilizing Artificial Intelligence to help support student’s reading by giving immediate corrective feedback and tailoring the reading passages and lessons to the individual student’s needs based on participation.

Instructional Materials: As we are an AVID school in grade K-8, all supplemental materials/supplies will help to support WICOR strategies -Binders, paper, dividers, student planners, pencil pouches and chart paper help to support organization and student success. The lesson’s effectiveness to student achievement will be measured by I-ready diagnostic growth data collected three times a year.

Cost of materials/supplies = \$3,291

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
\$60,111	19101	.4 FTE Program Specialist (salary and benefits)
\$20,000	11700	Substitutes
\$3,291	43110	Instructional materials
		2 @ .5 FTE Instructional Coach – Centralized Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$90,167	19101	.6 FTE Program Specialist (salary and benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be offered the opportunity to attend Intersession/Summer School.

Strategy/Activity

To provide students with additional learning opportunities during intersession/Summer School focusing on ELA and mathematics in grades K-2 foundational skills and grades 3-8 academic vocabulary.

Pre/post assessment Anecdotal/ Observation Survey (time on task)

Additional Hourly for Intersession/Spring Break/Summer School:

5 teachers X 54 hours X \$60 = \$16,200 (Allocating \$12,080)

1 Program Specialist X 60 hours X \$60 = \$3,600

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

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$12,080	11500	Teacher Additional Hourly
\$3,600	19500	Additional hourly Program Specialist

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Subgroup: English Learners

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy programs (e.g. CAFE), level books (in classroom and at home), and in an atmosphere that conducive to literacy.

All students will have access to instructional materials to support AVID WICOR strategies.

AVID specific project materials to include: binders, pencil pouches, dividers and all necessary materials to support strategies. Chart paper, markers, and easels.

of students increasing DRA/Lexile level, based on I-Ready reports

To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills.

during.

Designated ELD time, teachers will write language objectives, based on student language demands.

of students increasing a ELPAC level

of EL students assessed (initial & annual)

of student RFEP

Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read alouds. Supports teachers with Readers Theater. Coordinate and monitor Accelerated Reader.

23 hours X \$50 = \$1,150 (Allocating \$1,160)

Accelerated reader will be added to support students in grades K-8, by offering an incentive and accountability for independent reading. It will help students to improve their reading and vocabulary. Reading is very important because it makes you more familiar with words you have never encountered before, and you can use them in your writing.

Students using Accelerated reader

Frequency of AR sessions

Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment -4 cannon image runner advance copy machine are available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

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
\$5,000	42000	Books
\$10,709	43110	Instructional Materials
\$5,000	56590	Maintenance Agreements
\$1,000	57150	Duplicating

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$53,553	22601	.625FTE Library Media Assist (salary and benefits)
\$19,461	21101	.4375 Bilingual Assistant (salary and benefits)
\$1,160		Classified hourly
\$8,299	58450	License Agreement - Accelerated Reader

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

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.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

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
\$5,000	43110	Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

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.

2018-2019 (Year 2)

Implementation

Provided students with Summer School.

Provided students with platooning for ELA and Math after common formative assessments.

Provided students with bilingual Assistant.

Provided teachers with site-based PD on: ELPAC, SBAC, AVID, Google Classroom and computer based lessons.

Leveled books were purchased for school library and classroom libraries to support CAFÉ reading and Accelerated Reader.

Effectiveness

110 students attended Summer School for two weeks.

All students received platooning for ELA and or Math-focusing on reteach and extension of skills.

Bilingual Assist provided in class support as evidenced by classroom observations, logs and schedule.

All EL students participated in ELPAC testing.

All students in grades 3-8 (including SPED) participated in SBAC testing.

All students in grades K-6, visited the library, checked out books and read leveled books at their individual reading level, as evidenced by library schedules and observations of classroom CAFÉ libraries with leveled readers and designated CAFÉ reading times.

Pd surrounding google classrooms and web based lessons, came out of needs based on school closures and distance learning.

teachers using web-based lessons (google classroom)

2019-2020 (Year 3)

Implementation

Provided students with Summer School.

Provided students with new curriculum adoption for ELA and Math.

Provided students with bilingual Assistant.

Provided teachers with site based PD on: ELPAC, SBAC, AVID, Google Classroom and computer based lessons, Ensemble Learning focusing on components of a “warm demander”

Leveled books were purchased for school library and classroom libraries to support CAFÉ reading.

Added Project Lead the Way as 7th/8th grade elective.

Provided socioemotional support in conjunction with Fathers and Families.

Grades 3 participated in ReadingCorps reading interventions.

Effectiveness

Over 100 students attended Summer School for two weeks.

Bilingual Assist provided in class support as evidenced by classroom observations, logs and schedule.

All EL students participated in ELPAC testing.

All students in grades K-6, visited the library, checked out books and read leveled books at their individual reading level, as evidenced by library schedules and observations of classroom CAFÉ libraries with leveled readers and designated CAFÉ reading times.

Teachers integrated “warm demander” techniques in the classroom to create an atmosphere where student felt safe and high academic expectations were paramount. There was a decrease in suspensions among Gen Ed students.

Pd surrounding google classrooms and web-based lessons, came out of needs based on school closures and distance learning.

35 students received daily Reading Corps intervention from a reading tutor-all students I ready scores increased from Fall to winter.

Fathers and Families established a “healing room” and provide sessions to support students with social and emotional support.

Project Lead the way had a full class of students-33. All students worked on robotics-observationally it was evident the “high Interest” elective was extremely popular with the students. All student in the elective had grades of B or higher on their report cards. An additional section of PLTW has been added to the 2020-21 school schedule.

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

2018-2019 (Year 2)

Material Changes

None

2019-2020 (Year 3)

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.

2018-2019 (Year 2)

Future Changes

None

2019-2020 (Year 3)

Future Changes none

Goal 2 – School Climate

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

By June 30, 2021, maintain suspension rate at 5%.

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

By June 30, 2021, decrease chronic absenteeism for all students by 2%.

Identified Need

Suspensions –

2014-15-9%

2015-16- 12%

2016-17-8%

2018-10%

2019- 5%

Expulsions – zero

Attendance/Chronic Truancy –

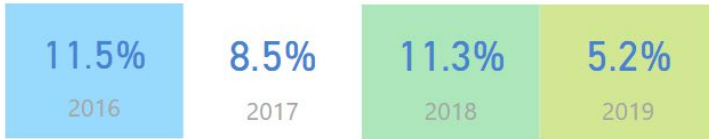
2017-16%

2018-15%

2019-14%

Suspension Rate

All Students
percent of unduplicated suspension

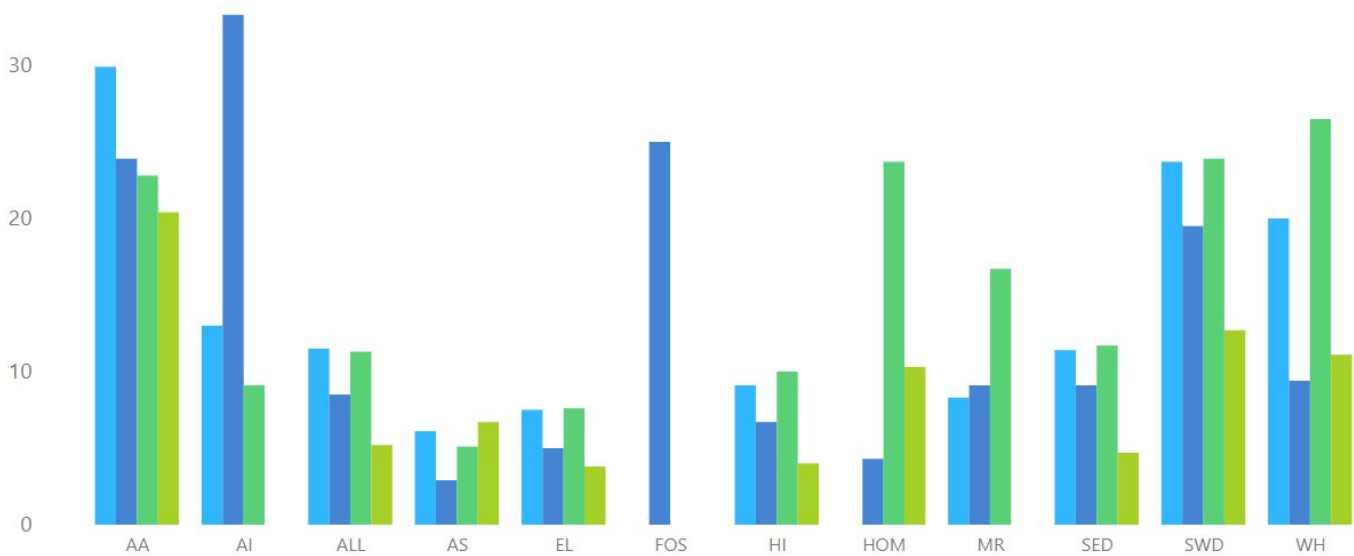


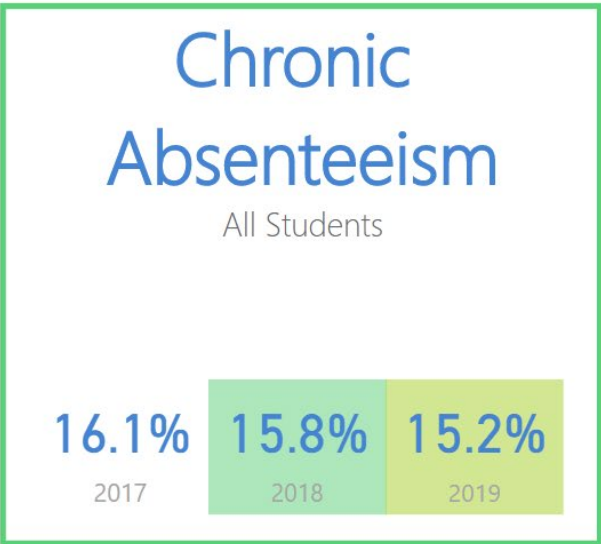
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

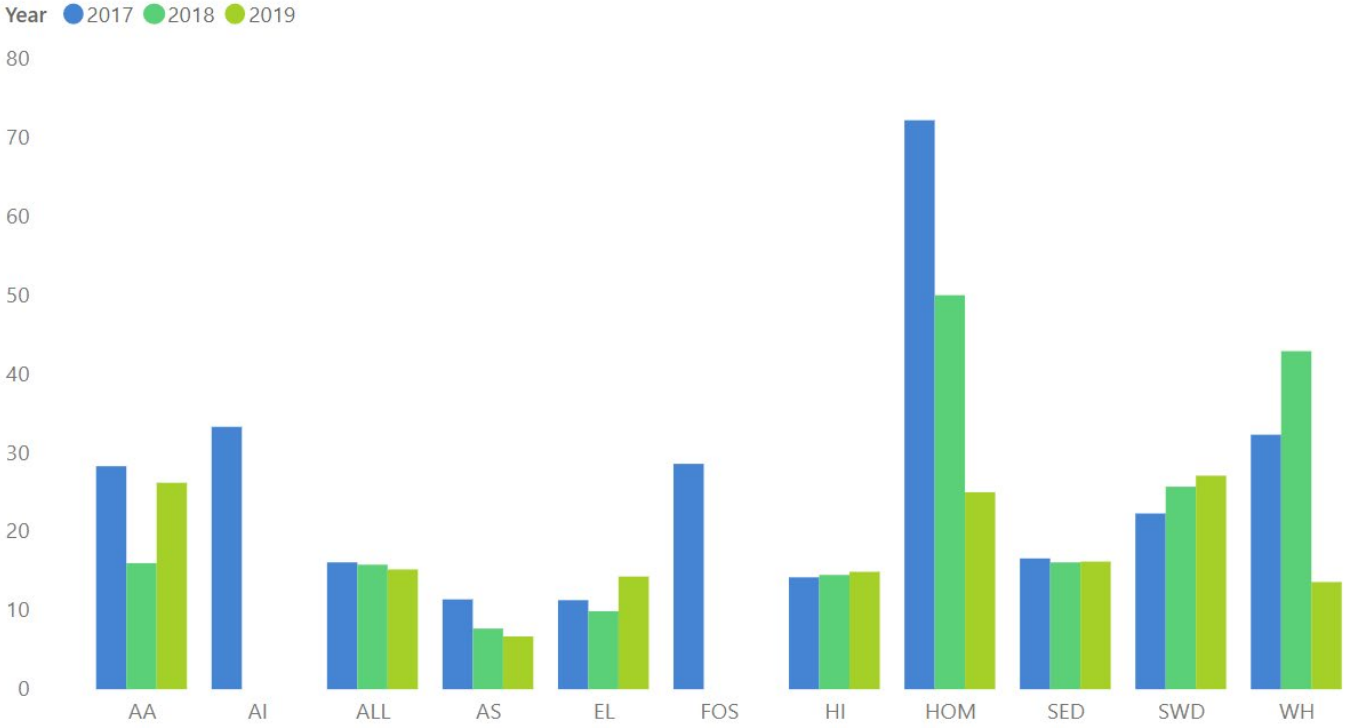
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5%	5%
Chronic Absenteeism (All Students)	14%	12%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, Restorative Justice and structured student engagement activities, etc.

Teachers will revisit “warm demander” indicators

Warm demanders include:

Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good-natured teasing.

Shows personal regard for students by inquiring about important people in their lives.

Earns the right to demand engagement and effort.

Very competent with the technical side of instruction

Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.

Encourages productive struggle

Viewed by students as caring because of personal regard and “tough love” stance.

Site will continue using Restorative Justice Circles in the classroom, as well as PBIS strategies.

Non-Instructional Materials include posters, sheet protectors and expo pens to support small group counselling sessions.

of student involved in the PLUS program

of discipline referrals

of students suspended

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
\$ 5,000	43200	Non instructional materials

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 will be served by this strategy.

Strategy/Activity

PBIS and Leadership teams will review and modify school handbook to address new routines and procedures needed, as a result of new construction. Further work will be done by the teams to support methodology introduced at site based RTI PD.

Administration will review with staff, students and parents at beginning of the year assemblies.

Additional Hourly for teachers:

8 teachers X 11 hours X \$60 = \$5,280

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

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,280	11500	Additional comp teachers PBIS/leadership

Strategy/Activity 3

Students to be served by this Strategy/Activity

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

All student will have access to services.

Strategy/Activity

Sow a Seed & Fathers and Families mentors will:

The youth are provided with positive adult role models, life skills training, support and counseling via evidence-based workshops on including: healthy lifestyles; bullying; self-image; drugs and alcohol, career exploration, conflict resolution, problem solving and goal setting.

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
\$50,000	58320	Consultant Non instructional

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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.

2018-2019 (Year 2)

Implementation

Our counselors, Project Prevent coordinator, and Child Abuse Prevention Council all regularly provided students with counseling services for social emotional support.

Students participated in the PLUS program

PBIS team met several times in the year, to address attendance and discipline.

Restorative Justice circles were held in many classrooms.

Effectiveness

Suspensions for the African American sub group decreased by 1.1%

Suspensions for the entire school increased by 2.8 %

Chronic Attendance maintained at 15.8 %, with a slight decrease of .3%

2019-2020 (Year 3)

Implementation

While we would like our Chronic Absenteeism to be under 10%, we recognize that we have a significant group of students that leave for Mexico. In the past, the district did not allow for Independent Study (IS) for these students. While our suspension rate for 2019-20 has decreased-it is important to note that there is a significant gap in suspensions between Gen Ed students and Sped students. When students were not enrolled in IS, and left campus they were deemed “absent”, systems were not in place, in regards to who would coordinate all IS paperwork and input data in Synergy.

The student support technician coordinates all IS and inputs data in Synergy. Additionally, teachers fill out a monthly attendance log in Google indicating excessive attendance issues so we can address in a timely manner. As another way of catching possible chronic absences.

Effectiveness-Chronic absenteeism was decreasing, data was only as of 2/20, due to school closures. TISS assist job description has been updated in conjunction with HR and CSEA to ensure

consistency within the sped program and proper adult to student ratios based on the program ramifications.

Chronic Absenteeism

2017-16.10 %

2018-15.80 %

2019-14.39 %

2020-14.45% (as of 2/20)

Overall suspensions-85

Sped -53

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

2018-2019 (Year 2)

Material Changes

No changes

2019-2020 (Year 3)

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.

2018-2019 (Year 2)

Future Changes

Sow A Seed professional mentoring program mentors conducted 600 mentoring/counseling sessions.

2019-2020 (Year 3)

Future Changes

none

Goal 3 – Meaningful Partnerships

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

By June 30, 2021, increase the number of parent meetings per week from 2 to 4.

Identified Need

Meaningful Partnerships:

Based on parent survey feedback, learning reading strategies is a primary focus for parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent meeting every Tuesday, with different activities each week	presently meet 2x month	grow parent group participation to 40 parents consistently attending
Parent/ Teacher conferences 1x year	50% of all teachers had parent/teacher	Increased awareness in child’s education and increased participation in school events.
Latino Family Literacy project	Program was implemented and well attended in 2019. In 2020 it was not offered due to campus being revitalized and space to run the sessions, difficult to come by	Implement program and expand ESL classes, based on pare feedback.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Montezuma would like to increase parent participation and involvement, by offering multiple opportunities for parents and families to participate in their child’s education. Latino Family Literacy project has a set of parent training modules that have been successful and well attended at Montezuma. The SUSD Language Development office, previously purchased one set of materials focused at a particular grade. As a site, we would like to purchase another set of materials to continue on going parent trainings and support in how to read with their child and support them with homework.

Provide parents with support and resources that empowers them to be engaged in their student’s learning such as parent conferences, family nights and communication.

Supplies for meetings, construction paper, copy paper, craft supplies (construction paper, glue, stickers, markers) Materials used during parent meetings, and the Latino Literacy Project. Materials help support parent empowerment –giving parents and strategies to help support reading and literacy in the home. Additionally, help to increase student achievement and engagement, by offering parenting tips and “make and take “activities that can be used at home.

of parents attending meetings

of parents attending trainings

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
\$3,291	43400	Parent meetings

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

Strategy/Activity

Parent/teacher conferences

All teachers will schedule parent /teacher conferences 1 time a year.

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL-Spanish speaking students/families

Strategy/Activity

Run the Latino Family Literacy project 1 x month

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
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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

Many parent nights were offered (science fair, art fair and movie nights) and well attended.

Parent communication was done via Peach Jar and Montezuma Marquee.

Monthly parent meetings were held to include the mobile farmers market, ELAC and El Concilio.

Scholastic book fair was held three times a year, in conjunction with Parent Nights.

Effectiveness

Parent nights were well attended as evidenced by sign in sheets and observation of attendees.

Monies raised via Book fair was turned into more books for the library and class CAFÉ libraries.

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

No changes

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

none

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	\$165,111
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	\$358,711

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	\$165,111

Subtotal of additional federal funds included for this school: \$165,111

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	\$193,600

Subtotal of state or local funds included for this school: \$193,600

Total of federal, state, and/or local funds for this school: \$358,711

Budget Spreadsheet Overview – Title I

MONTEZUMA

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$	165,111
TOTAL BUDGET DISTRIBUTED BELOW	\$	165,111
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	3,291
	TOTAL BUDGET DISTRIBUTED BELOW	\$	3,291
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			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	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 20,000					\$ 20,000
11700	Teacher Substitute							\$ -
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.4000	\$ 60,111					\$ 60,111
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							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 80,111	\$ -	\$ -	\$ -	\$ -	\$ 80,111
Books & Supplies								
42000	Books		\$ 5,000					\$ 5,000
43110	Instructional Materials		\$ 19,000					\$ 19,000
43200	Non-Instructional Materials				\$ 5,000			\$ 5,000
43400	Parent Meeting						\$ 3,291	\$ 3,291
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 24,000	\$ -	\$ 5,000	\$ -	\$ 3,291	\$ 32,291
Services								
57150	Duplicating		\$ 1,000					\$ 1,000
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 5,000					\$ 5,000
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional				\$ 50,000			\$ 50,000
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 6,000	\$ -	\$ 50,000	\$ -	\$ -	\$ 56,000
	GRAND TOTAL		\$ 110,111	\$ -	\$ 55,000	\$ -	\$ 3,291	

Budget Spreadsheet Overview – LCFF

MONTEZUMA

REVISED March 30, 2020

**Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$	193,600
TOTAL BUDGET DISTRIBUTED BELOW	\$	193,600
TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 12,080		\$ 5,280		\$ 17,360
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.6000	\$ 90,167				\$ 90,167
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp		\$ 3,600				\$ 3,600
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.4375		\$ 19,461			\$ 19,461
24101	Library Media Clerk	0.6250	\$ 53,553				\$ 53,553
29101	Community Assistant						\$ -
	OTHER Classified		\$ 1,160				\$ 1,160
30000	Statutory Benefits						\$ -
	Sub Total - Personnel/Benefits		\$ 160,560	\$ 19,461	\$ 5,280	\$ -	\$ 185,301
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
	Sub Total-Supplies		\$ -	\$ -	\$ -	\$ -	\$ -
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement		\$ 8,299				\$ 8,299
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
	Sub Total-Services		\$ 8,299	\$ -	\$ -	\$ -	\$ 8,299
	GRAND TOTAL		\$ 168,859	\$ 19,461	\$ 5,280	\$ -	\$ 193,600

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Montezuma’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.

DATE	AMOUNT	FROM	TO	BUDGET
9/17/2020	\$ 929.00	SUPPLIES	SALARIES/BENEFITS	TITLE 1
9/28/2020	\$ 24,200.00		RESERVES	LCFF
10/1/2020	\$ 24,200.00	RESERVES	PROGRAM SPEC.	LCFF
10/1/2020	\$ 2,794.00	TEACHER'S ADD COMP	PROGRAM SPEC.	LCFF

Furthermore, Montezuma’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 –

\$20,000 – 11700 – Teacher Substitutes: Reduced funds as teacher release during the school day is not needed due to COVID-19 restrictions pertaining to distance learning.

SPSA: Goal 1, Strategy 2:

Title I –

\$44,600 – 11500 – Teacher Additional Comp: Reallocate funds to expand extended day/extended year tutoring supports to students. Teacher/Counselor will be recruited based on student data will meet in 1:1 and small group sessions after school. These meetings will be for one hour a day for the remainder of the year to reduce learning loss experienced from distance learning. As a result of COVID-19 students are needing learning opportunities. Effectiveness will be determined based on Winter to Spring I-Ready scores along with Math/ELA comprehension checks. SBAC interim assessments can be used as well. *Additional comp may be transferred to increase support to PLC, collaboration support transitioning from distance learning, hybrid model, and full-time in-person instruction.

LCFF –

\$16,289 – 12500 – Counselor Additional Comp: Reallocate funds for Counselor additional comp to support and coordinate cohort sessions and extended day/year programming to reduce learning loss experienced from distance learning. As a result of COVID-19 students are needing learning opportunities. Effectiveness will be monitored and based on changes in winter to spring diagnostics scores and Winter to Spring I-Ready scores along with Math/ELA comprehension checks. SBAC interim assessments can be used as well.

\$1,200 – 19500 – Program Specialist Additional Comp: Reallocate funds for Program Specialist additional comp to support and coordinate the extended day/extended year programming to reduce learning loss experienced from distance learning. As a result of COVID-19 students are needing learning opportunities. Effectiveness will be monitored and based on changes in winter to spring diagnostics scores and Winter to Spring I-Ready scores along with Math/ELA comprehension checks. SBAC interim assessments can be used as well.

SPSA: Goal 1, Strategy 3:

Title I –

\$25,400 – 43110 – Instructional Materials/Supplies: Reallocate funds for instructional materials/supplies to augment student needs resulting from distance learning. Data reports within AR. AVID implementation on school-wide certifications review. Purchase headset for students to support learning and lessen outside distractions (\$22 X 700 = \$15,400). Increase library reading opportunities with level readers to enhance literacy intervention supports. \$10,000

LCFF –

\$17,489 – 21101 – .4375 FTE Bilingual Assistant: Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

\$5,842 – 58450 – License Agreement: Reduced funds resulting a proration due to school closure.

\$5,842 – 43110 – Instructional Materials/Supplies: Reallocate funds for instructional materials/supplies to augment student needs resulting from distance learning. Data reports within AR. AVID implementation on school-wide certifications review. Purchase headset for students to support learning and lessen outside distractions (\$22 X 700 = \$15,400). Increase library reading opportunities with level readers to enhance literacy intervention supports. \$10,000

SPSA: Goal 2, Strategy 3:

Title I –

\$50,000 – 58320 – Consultant Non-Instructional: Reduced funds as in-person mentoring services could held due to COVID-19 restrictions pertaining to social distancing policies and distance learning.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District’s 2020-2021 Title I allocation, Primary Years Academy is receiving additional monies in Parent Involvement (Cost Center: 50647). Primary Years Academy’s revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 52170 – Webinar Training for parents to attend the virtual CABE conference.

School	Enrollment (CalPADS 12/16/19)	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:
MONTEZUMA	705	605	85.8%	\$ 165,111	\$ 3,675	\$ 168,786	\$ 3,291.00	\$ 384.00

\$3,291 – 43400 – Parent Meeting: Reduced funds as in-person parent meetings could not be held due to COVID-19 restrictions pertaining to social distancing policies.

\$3,291 – 52170 – Webinar Training: Reallocated funds for parents to attend the virtual CABE conference. Effectiveness will be monitored by pre and post surveys.

Montezuma Elementary – Amendments

MONTEZUMA 266

7/28/2020

INITIAL BUDGET/DATE

2/23/2021

REVISED BUDGET/DATE

50647 - inc by \$384

TITLE I	TOTAL ALLOCATION	\$ 165,111	LCFF	TOTAL ALLOCATION	\$ 193,600	TITLE I - PARENT - 50647	TOTAL ALLOCATION	\$ 3,675
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 165,111		TOTAL BUDGET DISTRIBUTED BELOW	\$ 193,600		TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,675
	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			TOTAL FTE	TOTAL BUDGET				
		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
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 44,600	0.000	\$ 14,068	0.000		0.000		0.000		\$ 5,280	0.000		0.000		0.000		0.000	\$ 63,948
11700	Teacher Substitute (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		\$ -	0.000		0.000		0.000		0.000	\$ -
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	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000	\$ 16,289	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	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		\$ -	0.000		0.000		0.000		0.000	\$ -
19101	Program Specialist	0.400	\$ 42,793	0.600	\$ 64,190	0.000		0.000		0.000		\$ -	0.000		0.000		0.000		0.000	\$ 106,984
30000	Statutory Benefits	0.000	\$ 17,834	0.000	\$ 25,776	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	\$ 4,804	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	\$ -
30000	Statutory Benefits	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	\$ -
21101	Instructional Asst/CAI	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	\$ -
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	\$ -
21101	Bilingual Assistant	0.000		0.000	\$ -	0.000		0.438	\$ 131	0.000		\$ -	0.000		0.000		0.000		0.000	\$ 131
30000	Statutory Benefits	0.000		0.000	\$ -	0.000		0.000	\$ 13	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	\$ -
22601	Library Media Assistant	0.000	0.625	\$ 23,961	0.000			0.000	\$ -	0.000		\$ -	0.000		0.000		0.000		0.000	\$ 23,962
30000	Statutory Benefits	0.000		0.000	\$ 30,789	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	\$ -
22901	Community Assistant	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	\$ -
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	\$ -
29101	Parent Liaison	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	\$ -
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	\$ -
	Sub Total - Personnel/Benefits		\$ 105,227		\$ 179,877		\$ -		\$ 144		\$ -		\$ 5,280		\$ -		\$ -		\$ -	\$ 195,025
Books & Supplies																				
42000	Books		\$ 5,000		\$ -				\$ -											\$ 5,000
43110	Instructional Materials		\$ 42,307		\$ 5,842				\$ -		\$ 1,577		\$ -				\$ -			\$ 49,726
43200	Non-Instructional Materials		\$ -		\$ -				\$ -		\$ 5,000		\$ -				\$ -			\$ 5,000
43400	Parent Meeting												\$ -						\$ 781	\$ 781
44000	Equipment																			\$ -
	Sub Total - Books & Supplies		\$ 47,307		\$ 5,842		\$ -		\$ -		\$ 6,577		\$ -		\$ -		\$ -		\$ 781	\$ 60,507
Services																				
57150	Duplicating		\$ 1,000																	\$ 1,000
57250	Field Trip-District Trans																			\$ -
56590	Maintenance Agreement		\$ 5,000						\$ -											\$ 5,000
52150	Conference		\$ -																	\$ -
52170	Webinar Training		\$ -																\$ 2,894	\$ 2,894
58450	License Agreement		\$ -		\$ 2,457				\$ -											\$ 2,457
58720	Field Trip-Non-District Trans																			\$ -
58920	Pupil Fees																			\$ -
58100	Consultants-Instructional																			\$ -
58320	Consultants-Noninstructional											\$ -								\$ -
	Sub Total - Services		\$ 6,000		\$ 2,457		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,894	\$ 11,351
	GRAND TOTAL		\$ 158,534		\$ 188,176		\$ -		\$ 144		\$ 6,577		\$ 5,280		\$ -		\$ -		\$ 3,675	

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 the end of the 2022 school year, per I ready Diagnostic 3 results report, the total number of students performing 2 or more grade levels below will decrease by 75 students.

By the end of the 2022 school year, per I ready Diagnostic 3 results report, 10% of students in Grades K-8 will achieve their I ready Annual typical growth goal.

EL:

By the end of the 2022 school year, per ELPAC, we will increase the number of students who reclassify by 30 students.

Math:

Increase the percentage of all students meeting the standards on SBAC by 10% in math

Decrease the distance from standard for all students in ELA and Math by 10.

Strategy/Activity 1

2020-2021 Strategy Adjustment

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

Intended to have summer School but due to Covid, we were unable. Money will be used for site based PD and collaboration to support Intervention addressing Learning loss.

5 teachers x 54 hours x \$60 = \$16,200

1 Program Specialist x 60 hours x \$60 = \$3,600

2021-2022 Strategy Update

Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math, by using the district adopted curriculum, demo lessons in the classroom, CAFE conferences, data analysis, academic conferences, and site based professional development.

Program Specialist will provide Site based PD on RTI, ELD, ELPAC, data and support in class and during Academic Conferences. Additional Coordinator of base and supplemental programs to include Internal Coach for: Reading Corps, Math Corps and Amira Reading focusing on improving literacy, monitoring English Language Program, managing, and analyzing student data and supporting site administration.

60% - (89,441) Title I – Program specialist activities using Title 1 federally sponsored funds include: Internal coach for intervention programs to include ReadingCorps and MathCorps, supporting teachers and administration with administering and monitoring data for local assessments, Afterschool Academic Hour coordinator, supervising and coordinating bilingual assist schedule, organizing and presenting at Parent meetings to include parent Café, offering technical and instructional support to staff , providing site based trainings and professional development in an effort to increase student achievement and engagement.

40% - (59,527) LCFF -Program specialist activities using LCFF federally sponsored funds include: Managing English learners' program and ELPAC testing. Managing SBAC and PSAT testing, participating in the SAP process, member of site CARE team. Assist principal in assigned duties, as needed, resolve tech issues.

Substitute Pay Calculation to release teachers for PD, academic conferences:

100 days X \$200 = \$20,000 – Title I

Effectiveness will be measured by I ready data 3x a year

Parents attending Parent Café # Students increase to Tier 1 in reading/Math

Additional Hourly for site based PD:

30 teachers X 6 hours X \$60 = \$10,800 (Allocating \$11,000) – Title I

Instructional Materials: As we are an AVID school in grade K-8, all supplemental materials/supplies will help to support WICOR strategies - Binders, paper, dividers, student planners, pencil pouches and chart paper help to support organization and student success. The lesson's effectiveness to student achievement will be measured by I-ready diagnostic growth data collected three times a year. Cost of materials/supplies = \$3,291 – 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
120,441	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
3,291	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
59,627	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.

Instructional Coaches and Program Specialist will develop and provide site based PD to offer strategies and resources to support teachers in planning lessons to address learning loss.

Additional Hourly for site based PD to address learning loss

1 Program Specialist X 20 hours X \$60 = \$1,200 – Title I

2 Instructional Coaches X 40 hours x \$60 = \$4,800 – Title I (Allocating \$3,843)

2021-2022 Strategy Adjustment

To provide students with additional learning opportunities during intersession/Summer School focusing on ELA and mathematics in grades K-2 foundational skills and grades 3-8 academic vocabulary.

Pre/post assessment Anecdotal/ Observation Survey (time on task)

Additional Hourly for Intersession/Spring Break/Summer School:

5 teachers X 54 hours X \$60 = \$16,200 – Title I

1 Program Specialist X 60 hours X \$60 = \$3,600 – 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
16,200	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
3,600	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 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.

None.

2021-2022 Strategy Adjustment

Students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of Accelerated Reader, MyOn, STAR.

The library media assist will help students select appropriate leveled books to read and then have students take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on their AR test. The library media assist will monitor school wide progress and provide incentives for classes and students meeting their individual goals. Additionally, the library media assist will provide teacher support and training on Accelerated Reader in an effort to foster a schoolwide love of reading. Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read aloud. Supports teachers with Readers Theater. Coordinate and monitor Accelerated Reader.

License agreements - \$18,753 – Title I

.625 FTE Library Media Assist (salary and benefits) \$53,399 – LCFF

Additional Hourly to extend the opportunities for students to experience reading resources.

1 Library Media Assist X 12 hours X \$60 = \$720 - LCFF

of students increasing AR level, based on AR reports # Students using Accelerated reader #
Frequency of AR sessions

To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students’ primary language to increase foundational literacy skills. during. Designated ELD time, teachers will write language objectives, based on student language demands. Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.

of students increasing an ELPAC level # of student RFEP # Students increasing IReady diagnostic score 3x year

.75 FTE Bilingual assist (increase from .4375) schedule and # students supported All students will have access to instructional materials to support AVID WICOR strategies.

\$62,538 – LCFF

AVID specific project materials to include: binders, pencil pouches, dividers and all necessary materials to support strategies. Chart paper, markers, and easels.

students with organized binders, binder checks 3x year

Instructional Materials/Supplies \$15,709 - Title 1

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment -4 cannon image runner advance copy machine are available and usable to provide a print rich environment.

Maintenance agreements and duplicating \$6,000 - Title 1

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

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)
15,709	4000 Series	Books & Supplies
9,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
116,657	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 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

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.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Instructional Material/Supplies \$5,000 (Title 1)

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)
5,000	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.

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 5

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 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
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 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)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

By June 30,2022 maintain suspension rate less than 5%
 By June 30,202 decrease chronic absenteeism for all students by 2%

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

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, and structured student engagement activities.

Non-Instructional Materials include posters, sheet protectors and expo pens to support small group counselling sessions.

of student involved in the PLUS program # of discipline referrals # of students suspended
 8 teachers x 11 hours x \$60=\$5,280

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
5,820	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

PBIS and Leadership teams will review and modify school handbook to address new routines and procedures needed, as a result of new construction.

Further work will be done by the teams to support methodology introduced at site based RTI PD. Administration will review with staff, students and parents at beginning of the year assemblies.

Additional Hourly for teachers: 8 teachers X 11 hours X \$60 = \$5,280 – 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
5,280	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

\$ Amount(s)	Object Code	Description
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.

Strategy/Activity 3

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

Discontinue strategy.

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
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 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)

\$ Amount(s)	Object Code	Description
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:

By June 30, 2022, increase the number of parent trainings/meeting offerings per month from 2 to 4-in person or virtual

Strategy/Activity 1

2020-2021 Strategy Adjustment

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

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$3,539.

2021-2022 Strategy Adjustment

Montezuma would like to increase parent participation and involvement, by offering multiple opportunities for parents and families to participate in their child’s education. Latino Family Literacy project has a set of parent training modules that have been successful and well attended at Montezuma.

The SUSD Language Development office, previously purchased one set of materials focused at a particular grade. As a site, we would like to purchase another set of materials to continue on going parent trainings and support in how to read with their child and support them with homework.

Additionally, we will be offering weekly Parent Café featuring a variety of topics provided by district Family Engagement department.

Provide parents with support and resources that empowers them to be engaged in their student’s learning such as parent conferences, family nights and communication.

Supplies for meetings, construction paper, copy paper, craft supplies (construction paper, glue, stickers, markers) Materials used during parent meetings, and the Latino Literacy Project. Materials help support parent empowerment –giving parents and strategies to help support reading and literacy in the home.

Additionally, help to increase student achievement and engagement, by offering parenting tips and “make and take “activities that can be used at home.

of parents attending meetings # of parents attending trainings

\$3,525 Parent meetings and trainings (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
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
3,525	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)

\$ 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 2

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

Parent/teacher conferences

All teachers will schedule parent /teacher conferences 1 time a year.

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
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.

Strategy/Activity 3

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

Run the Latino Family Literacy project 1 x month

Materials to implement activity - \$4,000

Additional Hourly to facilitate activities: 1 Program Specialist X 23 hours X \$60 = \$1,380 (Allocating \$1,396)

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
1,396	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,000	4000 Series	Books & Supplies
0	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.

2020-2021 Budget Spreadsheet

MONTEZUMA 266

		7/28/2020		INITIAL BUDGET/DATE		2/23/2021		REVISED BUDGET/DATE		50647 - Inc by \$384											
TITLE I	TOTAL ALLOCATION	\$ 189,954	LCFF	TOTAL ALLOCATION	\$ 193,600	TITLE I - PARENT - 50647	TOTAL ALLOCATION	\$ 3,539	TOTAL ALLOCATION	\$ 3,539	TOTAL ALLOCATION										
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 189,954			\$ 193,600		TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,539		\$ 3,539	TOTAL BUDGET DISTRIBUTED BELOW										
	TO BE BUDGETED (Should be \$0.)	0			0		TO BE BUDGETED (Should be \$0.)	0		0	TO BE BUDGETED (Should be \$0.)										
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	\$ 60,800	0.000	\$ 14,068	0.000		0.000		0.000	\$ 5,280	0.000		0.000						0.000	\$ 80,148
11700	Teacher Substitute (incl benefits)	0.000	-	0.000		0.000		0.000		0.000		0.000		0.000						0.000	\$ -
12151	Counselor	0.000		0.000		0.000		0.450		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
12500	Counselor-add Comp (incl benefits)	0.000		0.000	\$ 16,289	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	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000						0.000	\$ -
19101	Program Specialist	0.400	\$ 42,793	0.600	\$ 64,190	0.000		0.000		0.000		0.000		0.000						1.000	\$ 106,984
30000	Statutory Benefits	0.000	\$ 17,834	0.000	\$ 25,776	0.000		0.000		0.000		0.000		0.000						0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 4,800	0.000	\$ 4,804	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	\$ -
30000	Statutory Benefits	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	\$ 3,843	0.000		0.000		0.000		0.000		0.000		0.000						0.000	\$ 3,843
21101	Instructional Asst/CAI	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	\$ -
21500	Instr Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000						0.000	\$ -
21101	Bilingual Assistant	0.000	\$ -	0.000		0.438	\$ 131	0.000		0.000		0.000		0.000						0.438	\$ 131
30000	Statutory Benefits	0.000	\$ -	0.000		0.000	\$ 13	0.000		0.000		0.000		0.000						0.000	\$ -
21500	Bill Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000						0.000	\$ -
22601	Library Media Assistant	0.000	0.625	\$ 23,961	0.000		\$ -	0.000		0.000		0.000		0.000						0.625	\$ 23,962
30000	Statutory Benefits	0.000		0.000	\$ 30,789	0.000		0.000		0.000		0.000		0.000						0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)	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		0.000						0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		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	\$ -
29101	Parent Liaison	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	\$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		0.000						0.000	\$ -
Sub Total - Personnel/Benefits			\$ 130,070		\$ 179,877		\$ -		\$ 144		\$ -		\$ 5,280		\$ -		\$ -		\$ -		\$ 215,068
Books & Supplies																					
42000	Books		\$ 5,000		\$ -				\$ -												\$ 5,000
43110	Instructional Materials		\$ 42,307		\$ 5,842		\$ -		\$ -		\$ 1,577		\$ -		\$ -						\$ 49,726
43200	Non-Instructional Materials		\$ -		\$ -				\$ -		\$ 5,000		\$ -		\$ -						\$ 5,000
43400	Parent Meeting												\$ -						\$ 781		\$ 781
44000	Equipment																				\$ -
Sub Total - Books & Supplies			\$ 47,307		\$ 5,842		\$ -		\$ -		\$ 6,577		\$ -		\$ -		\$ -		\$ 781		\$ 60,507
Services																					
57150	Duplicating		\$ 1,000																		\$ 1,000
57250	Field Trip-District Trans																				\$ -
56590	Maintenance Agreement		\$ 5,000				\$ -														\$ 5,000
52150	Conference		\$ -																		\$ -
52170	Webinar Training		\$ -																\$ 2,758		\$ 2,758
58450	License Agreement		\$ -		\$ 2,457		\$ -														\$ 2,457
58720	Field Trip-Non-District Trans																				\$ -
58920	Pupil Fees																				\$ -
58100	Consultants-Instructional																				\$ -
58320	Consultants-Noninstructional																				\$ -
Sub Total - Services			\$ 6,000		\$ 2,457		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,758		\$ 11,215
GRAND TOTAL			\$ 183,377		\$ 188,176		\$ -		\$ 144		\$ 6,577		\$ 5,280		\$ -		\$ -		\$ 3,539		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
MONTEZUMA - 266 - M9
PRELIMINARY - 04/16/2021

TITLE I	TOTAL ALLOCATION	\$ 189,954	LCCF	TOTAL ALLOCATION	\$ 185,280	TITLE I - PARENT - 50647	TOTAL ALLOCATION	\$ 3,525
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 189,954		TOTAL BUDGET DISTRIBUTED BELOW	\$ 185,280		TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,525
	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			TOTAL FTE	TOTAL BUDGET		
		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
Personnel Cost-Including Benefits																				
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 27,200	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 10,560	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 37,760
11700	Teacher Substitute (incl benefits)	0.000	\$ 20,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 20,000
12151	Counselor (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	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	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -
19101	Program Specialist (incl benefits)	0.600	\$ 89,441	0.400	\$ 59,627	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 149,068
19500	Prog Spec-Add Comp (incl benefits)	0.000	0.000	\$ 3,600	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 1,396	0.000	0.000	\$ 4,996
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	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -
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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -
21500	Instr 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	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	\$ 62,538	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.750	\$ 62,538
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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -
22601	Library Media Assistant (incl benefits)	0.000	0.000	\$ 53,399	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.625	\$ 53,399
22500	Lib Med Asst-Add Comp (incl benefits)	0.000	0.000	\$ 720	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 720
22901	Community Assistant (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	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	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	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -
Sub Total - Personnel/Benefits			\$ 136,641	\$ 179,884	\$ -	\$ -	\$ -	\$ -	\$ 10,560	\$ -	\$ -	\$ -	\$ -	\$ 1,396	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 328,481
Books & Supplies																				
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 24,000														\$ 4,000			\$ 37,760
43400	Parent Meeting																		\$ 3,525	\$ -
44000	Equipment (\$500 - \$4999.99 per item)																			\$ -
Sub Total - Books & Supplies			\$ 24,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000	\$ 3,525	\$ -	\$ -	\$ -	\$ -	\$ 37,760
Services																				
57150	Duplicating																			\$ 37,760
57250	Field Trip-District/Non-District Trans																			\$ 20,000
56590	Maintenance Agreement																			\$ -
52150	Conference																			\$ -
58450	License Agreement		\$ 18,753																	\$ -
58920	Pupil Fees																			\$ 4,996
58100	Consultants-Instructional/Non-Instructional																			\$ -
Sub Total - Services			\$ 18,753	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 179,394	\$ 179,884	\$ -	\$ -	\$ -	\$ -	\$ 10,560	\$ -	\$ -	\$ -	\$ -	\$ 5,396	\$ 3,525	\$ -	\$ -	\$ -	\$ -	\$ -

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 SP5A.
 ** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SP5A 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 SP5A 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 SP5A 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 SP5A 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: M9 MONTEZUMA K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27209009	PROGRAM SPEC	0090	12303021M9	19101	0.6000	0.6000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27209009	PROGRAM SPEC	3010	15064321M9	19101	0.4000	0.4000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64164160	LIBRARY MEDIA ASSISTANT	0090	12303024M9	22601	0.6250	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71255556	BILINGUAL ASST/SPANISH	0091	12302010M9	21101	0.4375	1.0000
TOTALS, THIS LOCATION: 266										2.0625	

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 assigned 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 1-19-2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 21-22 school year.

Site Administrator's Approval:  DATE: 1-20-2021

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			<p>Describe implementation of each component and include applicable data</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe the significant material difference</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe the changes made or proposed for the future</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>

Step 1:
Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: (optional)
Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:
Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:
Review responses and obtain applicable clarification and feedback with the following groups:

- School Leadership Team
- Director
- ELAC
- School Site Council
- Parent/Community groups
- Student groups

Goal 1 – Student Achievement

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Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, CABC conferences, data analysis, academic conferences.	<p># 20 teachers received co/plan co/teach and demo lessons from site coaches with frequency</p> <p># all teachers attended site-based PD, due to a shift in training model, PD was embedded into remote staff meetings</p> <p># 40+ classroom observations with feedback conducted</p> <p>Students average usage time:</p>		<p>Cabe was not attended due to the pandemic.</p> <p>Site based PD at staff meetings focused on supporting teachers with Engagement strategies for remote learning, supporting students with supporting teachers and students with mental health strategies, Equity training.</p> <p>Reading and Math instructional coaches supported New hires as well as teachers recommended for coaching based on admin referral.</p> <p>They have learned how to teach remotely and utilize all of the technology for hybrid teaching.</p>	<p>CABE training could not be evaluated as it was not implemented. Reallocated funds to support summer school.</p> <p>As a result of the co/plan co teach cycles, teachers had better classroom management and were able to maximize teaching minutes allowing students greater access to curriculum .</p> <p>The engagement strategies increased classroom participation and</p> <p>Contest encouraged students to increase their minutes in their Instructional pathways. Site ELA and Math Scores increased from diagnostic 1 to Diagnostic 3</p>	<p>No changes</p> <p>No Changes</p>	

<p>Program Specialist will provide Site based PD on RTI, ELD, ELPAC, data and support in class and during Academic Conferences. Additional Coordinator of base and supplemental programs to include Internal Coach for: Reading Corps, Math Corps and Amira Reading focusing on improving literacy, monitoring English Language Program, managing and analyzing student data and supporting site administration.</p> <p>Internal coach for intervention programs to include ReadingCorps and MathCorps, supporting teachers and administration with administering and monitoring data for local assessments,</p>	<p>Reading: Sept/Oct 1 hr 53 April/May 3 hours 2 min</p> <p>Math Sept/Oct 2hr.45 April/May 3hr.6 min</p> <p>No subs needed, did Academic Conferences during asynchronous Time</p> <p>Two readingcorps tutors in 3rd grade supported 16 students</p> <p>3 Math Corps tutors supported 26 6th grade students</p>	<p>Weekly baseline assessments conducted.</p> <p>Star testing for math 2x year.</p> <p>Diagnostic I ready 3x year</p>	<p>Co/plan Co/teach cycles focused on implementing core curriculum remotely. Classroom management and engagement strategies in distant learning.</p> <p>Further support by coaches included supporting site with the I reading contest, as well as in class assistance with setting up technology to support hybrid learning.</p> <p>Coaches supporting of the district wide I ready contest- helped increase the average time students worked in their personalized pathways.</p> <p>Allowing students access to interventions tailored to them based on the results of their winter I ready diagnostic</p> <p>Remote Academic conferences were conducted after the second I ready diagnostic. Minutes in Iready were analyzed and as a result of the conferences, as a site we encouraged teachers to prioritize the district suggested 45 minutes of ELA and Math weekly</p>	<p>Reading Diagnostic Results from Diagnostic 1to Diagnostic 3</p> <p>At Risk for Tier 3 32% (From 43%)</p> <p>Tier 2 33% (From 38%)</p> <p>Tier 1 35% (From 19%)</p> <p>Math Diagnostic Results from Diagnostic 1to Diagnostic 3</p> <p>At Risk for Tier 3 24% (From 33%)</p> <p>Tier 2 40% (From 45%)</p> <p>Tier 1 36% (From 22%)</p> <p>All students participating in Math and reading corps grew 1 grade level or more as measured by: I ready diagnostic, STAR testing and weekly progress monitoring.</p>	<p>No Changes</p>	<p>Next year's focus will include 3 small groups a day utilizing the core curriculum in an effort to address learning loss as a result of distance learning and support students with interventions to support their academic success.</p> <p>45 minutes weekly of Learning paths for Reading and Math in Iready will continued to be enforced and monitored</p>
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	<p>Afterschool Academic Hour coordinator, supervising and coordinating bilingual assist schedule, organizing and presenting at Parent meetings to include the Latino Family Literacy project, offering technical and instructional support to staff, providing site based trainings and professional development in an effort to increase student achievement and engagement.</p> <p>:</p>			<p>Reading interventions were conducted daily in 20 minute sessions, Mathcorps interventions 3 hours a week..</p> <p>Latino Family Literacy Project Not help this year due to school closures</p>		<p>No changes</p>	<p>Pending district approval, will continue with our partnership wit Reading and Math corps- using site data to assign grade levels of greatest need.</p> <p>Admin and Program specialist met with SUSD Family engagement department. Parent Café will be coming to Monteuzuma on Tuesdays with a variety of topics for 1-1/2 hours a session starting in August 2021</p>
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G1, S1 - b				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 - c				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 - d	Two Math tutors supported 20+ students in grades 4-8 with daily small group math lessons. 1st and Second grade benefited from AMIRA reading a web based reading program utilizing Artificial Intelligence to help support student's reading by giving immediate corrective feedback and tailoring the reading passages and lessons to the individual			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	student's needs based on participation.						
G1, S1 - e	<p>Instructional Materials: As we are an AVID school in grade K-8, all supplemental materials/supplies will help to support WICOR strategies - Binders, paper, dividers, student planners, pencil pouches and chart paper help to support organization and student success.</p>	<p>Cost of materials/supplies = \$3,291</p>	<p>The lesson's effectiveness to student achievement will be measured by I-ready diagnostic growth data collected three times a year</p>	<p>We will continue to be an Avid School K-8</p> <p>We have 10 teachers attending the Summer AVID institute.</p> <p>We have an AVID elective in Junior High.</p> <p>We are AVID certified in grades K-8</p>	<p>Materials purchased allowed students to keep organized allowing for them to access core curriculum and increase student achievement.</p> <p>Furthermore the WICOR strategies used helped to support students in comprehension an in articulating ideas at complex levels.</p>	<p>No changes</p>	<p>No changes</p>

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Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 - a	<p>To provide students with additional learning opportunities during intersession/Summer School focusing on ELA and mathematics in grades K-2 foundational skills and grades 3-8 academic vocabulary.</p> <p>Additional Hourly for Intersession/Spring Break/Summer School:</p> <p>5 teachers X 54 hours X \$60 = \$16,200 (Allocating \$12,080)</p> <p>1 Program Specialist X 60 hours X \$60 = \$3,600</p>	Pre/post assessment Anecdotal/Observation Survey (time on task)		Summer school was not held due to the Pandemic	Summer school was not held due to the Pandemic	Summer school was not held due to the Pandemic	Summer school will be held in person and virtual for summer of 2021.

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Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 - a	Provide students with opportunities to increase reading proficiency through literacy programs (e.g. CAFE), level books (in classroom and at home), and in an atmosphere that conducive to literacy.	<p>% of students showing improvement on I ready reading from diagnostic 1-diagnostic 3</p> <p>At Risk for Tier 3 32% (From 43%)</p> <p>Tier 2 33% (From 38%)</p> <p>Tier 1 35% (From 19%)</p>	I ready diagnostic 3x year	As a site we have decided to add in Accelerated reader and it's companion library MyOn. since this is web based-it allowed all student to access books while attending school virtually	AR was added late in the year, however 1/2 of our teachers were using AR and accessing books in MyOn .Having MyOn allows students to check out unlimited books as well as allowing teachers the ability to assign class novels and work on the novel in the classroom virtually.	No changes	We will be phasing out the use of DRA and CAFÉ reading, focusing on using Accelerated reader .
	To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills. during. Designated ELD time, teachers will write language	Master schedule Indicates for designated ELD 30 minutes for K-6 and 50 for 7/8		Language objectives were not observed due to the pandemic	Language objectives were not observed due to the pandemic	Language objectives were not observed due to the pandemic	As a site we will continue to work on Language objectives in an effort to help increase foundational literacy skills.

	objectives, based on student language demands.						
G1, S3 – c	Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read alouds. Supports teachers with Readers Theater. Coordinate and monitor Accelerated Reader.	23 hours X \$50 = \$1,150 (Allocating \$1,160)		Library media clerk distributed laptops and hot spots as needed, help weekly curbside library, set up accelerated Reader for the entire school, check outs and assisted with organizing hard copies of district provided curriculum.	Students were able have technology to support virtual learning, to check out books and access them virtually through MyOn	No Changes	No Changes
G1, S3 – d	Accelerated reader will be added to support students in grades K-8, by offering an incentive and accountability for independent reading. It will help students to improve their reading and vocabulary. Reading is very important because it makes you more familiar with words you have never encountered before, and you can use them in your writing.	Metric not available- recently added in AR		As a site we have decided to add in Accelerated reader and it's companion library MyOn. since this is web based-it allowed all student to access books while attending school virtually.	AR was added late in the year, however ½ of our teachers were using AR and accessing books in MyOn .Having MyOn allows students to check out unlimited books as well as allowing teachers the ability to assign class novels and work on the novel in the classroom virtually.	No changes	We will be phasing out the use of DRA and CAFÉ reading, focusing on using Accelerated reader .
G1, S3 – e	Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.			No Bilingual asist	No Bilingual asist	No Bilingual asist	Ongoing search to add Bilingual asist
G1, S3 – f	Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the			Limited use of equipment due to school closure.	Limited use of equipment due to school closure.	Limited use of equipment due to school closure.	No changes

	equipment -4 cannon image runner advance copy machine are available and usable to provide a print rich environment.						
G1, S3 - g	Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.			Limited use of equipment due to school closure.	Limited use of equipment due to school closure.	Limited use of equipment due to school closure.	No changes
G1, S3 - h				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

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Goal 1, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – a	<p>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.</p> <p>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.</p>			Two teachers taught PLTW this year for students in 7 th and 8 th grade-materials not needed due to the pandemic.	Two teachers taught PLTW this year for students in 7 th and 8 th grade-materials not needed due to the pandemic.	Two teachers taught PLTW this year for students in 7 th and 8 th grade-materials not needed due to the pandemic.	No change
G1, S4 – b	Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the			Limited use of equipment due to school closure.	Limited use of equipment due to school closure.	Limited use of equipment due to school closure.	No Change

	equipment is available and usable to provide a print rich environment.						
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To add a row:

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- 2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, Restorative Justice and structured student engagement activities, etc.	# 26 students involved in the PLUS program # 0 # 1		Only 1 suspension this year, various home checks for attendance. Activities PLUS conducted this year: Virtual lunch time activites Suicide prevention month PLUS Unity Day No One Eats Alone Day Red Ribbon Week Say Something Week WhiteOut Tobacco Day Bully Free Month	Due to school closure, typical Plus activities were not implemented	Due to school closure, typical Plus activities were not implemented	No Change
G2, S1 – b	Teachers will revisit “warm demander” indicators Warm demanders include: Explicit focus on building rapport and trust. Expresses			This was not an area that was monitored or measured due to school closures.	This was not an area that was monitored or measured due to school closures.	This was not an area that was monitored or measured due to school closures.	Warm demander overview will be addressed at a staff meeting next year, but will not be an area of focus or measured.

	<p>warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good-natured teasing.</p> <p>Shows personal regard for students by inquiring about important people in their lives.</p> <p>Earns the right to demand engagement and effort.</p> <p>Very competent with the technical side of instruction</p> <p>Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.</p> <p>Encourages productive struggle</p> <p>Viewed by students as caring because of personal regard and “tough love” stance.</p>						
<p>G2, S1 – c</p>	<p>Site will continue using Restorative Justice Circles in the classroom, as well as PBIS strategies.</p> <p>Non-Instructional Materials include posters, sheet protectors and expo pens to support small group counselling sessions.</p>	<p># 26 # 0 # 1</p>		<p>This was not an area that was monitored or measured due to school closures.</p>	<p>This was not an area that was monitored or measured due to school closures.</p>	<p>This was not an area that was monitored or measured due to school closures.</p>	<p>Restorative Justice circles overview will be addressed at a staff meeting next year, but will not be an area of focus or measured.</p>

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Goal 2, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2 – a	<p>PBIS and Leadership teams will review and modify school handbook to address new routines and procedures needed, as a result of new construction. Further work will be done by the teams to support methodology introduced at site based RTI PD.</p> <p>Administration will review with staff, students and parents at beginning of the year assemblies.</p>	<p>Additional Hourly for teachers: 8 teachers X 11 hours X \$60 = \$5,280</p>		Handbook no revised due to school closure	Handbook no revised due to school closure	Handbook no revised due to school closure	Leadership team will review handbook, during a scheduled Leadership meeting, and determine if changes need to be made.

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Goal 2, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S3 - a	<p>Sow a Seed & Fathers and Families mentors will:</p> <p>The youth are provided with positive adult role models, life skills training, support and counseling via evidence-based workshops on including: healthy lifestyles; bullying; self-image; drugs and alcohol, career exploration, conflict resolution, problem solving and goal setting.</p>			We no longer have this program at our site	We no longer have this program at our site	We no longer have this program at our site	We no longer have this program at our site

To add a row:

- 1) Highlight row, right click and select insert row
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Goal 3 – Meaningful Partnerships

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	Montezuma would like to increase parent participation and involvement, by offering multiple opportunities for parents and families to participate in their child’s education. Latino Family Literacy project has a set of parent training modules that have been successful and well attended at Montezuma. The SUSD Language Development office, previously purchased one set of materials focused at a particular grade. As a site, we would like to purchase another set of materials to continue on going parent trainings and support in how to read with their child and support them with homework.	# of parents attending meetings # of parents attending trainings		SSC meeting, ELAC, Parent informational meetings as well as parent communication via blackboard, peach jar and monthly newsletter, google classroom, school website and marquee	Multiple posting for announcements and meetings allowed for meetings to be well attended-	No change	Weekly Parent Café’ meeting provided by SUSD family engagement will begin in August of 2021
G3, S1 – b	Provide parents with support and resources that empowers them to be engaged in their student’s learning such as	# of parents attending meetings		Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	parent conferences, family nights and communication.	# of parents attending trainings					
G3, S1 - c	Supplies for meetings, construction paper, copy paper, craft supplies (construction paper, glue, stickers, markers) Materials used during parent meetings, and the Latino Literacy Project. Materials help support parent empowerment –giving parents and strategies to help support reading and literacy in the home. Additionally, help to increase student achievement and engagement, by offering parenting tips and “make and take “activities that can be used at home.	# of parents attending meetings # of parents attending trainings		All meetings help Virtually, materials not necessary	All meetings help Virtually, materials not necessary	All meetings help Virtually, materials not necessary	No change

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Goal 3, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S2 – a	<p>Parent/teacher conferences</p> <p>All teachers will schedule parent /teacher conferences 1 time a year.</p>			<p>Conferences not helped due to school closures, daily parent communication through Class Dojo, Google classroom, phonecalls home, blackboard and Peach jar</p>	<p>Conferences not helped due to school closures, daily parent communication through Class Dojo, Google classroom, phonecalls home, blackboard and Peach jar</p>	<p>Conferences not helped due to school closures, daily parent communication through Class Dojo, Google classroom, phonecalls home, blackboard and Peach jar</p>	<p>No change</p>

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Goal 3, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S3 - a	Run the Latino Family Literacy project 1 x month			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

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Comprehensive School Profile Data:

Continuous Improvement: Decision Making Model -- Essential Questions- Montezuma

Bilingual Assist

<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>250/750 students are EL</p> <p>Per I ready ELA diagnostic 3 2021 EL students performed as follows:</p> <p>7% at or above grade level</p> <p>52% -1 year below grade level</p> <p>16% -2 years below grade level</p> <p>25% 3 or more years below grade level</p>	<p><u>ELPAC</u> Level 4-21% Level 3-43% Level 2-21% Level 1-14%</p> <p>64% of all our English Learners are functioning at a Level 3 or Level 4</p> <p><u>Reclassification Rate:</u> 2015-6% 2016-19% 2017-22% 2018-14% 2020-21 scores Unavailable due to Covid 19, school closures</p>	<p>Distance learning was extremely hard for our EL population. Many struggled with technology and did not have access to primary language support since we have not had a bilingual assist for 2 years,</p> <p>Bilingual position has been advertised for the last 2 years as a parttime position and has remained unfilled.</p>	<p>Change the position from a parttime to full time position increases the likelihood of an applicant taking the position.</p>	<p>Monitor master eld schedule.</p> <p>Support and train Bilingual assist to support students in areas of needs based on I ready and ELPAC data.</p>	<p>Ongoing Professional development , provided by Instructional coaches and Program Specialist focusing on developing strategies and resources to support bilingual para in planning lessons to address learning loss.</p>

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---		

Continuous Improvement: Decision Making Model -- Essential Questions-Montezuma

Librarian

<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>School wide Literacy is a major focus. Accelerated Reader (AR) is available in grades K-8. Our Librarian is familiar with the program and has organized our entire school library to support AR.</p> <p><u>SBAC/ELA</u> 2015/16-20% 2016/17-21% 2017/18-26% Projected 2019-31% SBAC data unavailable due to Covid 19</p> <p><u>I Ready ELA Overall Placement Diagnostic 3 2021</u></p> <p>Tier 3-33% Tier 2 30% Tier 1 36%</p>	<p>School wide Literacy is a major focus. Silent Sustained reading is done in grades K-8, in an effort to support AR. Our Librarian is familiar with the program and has organized our entire school library to support AR and helps students to select appropriate leveled books.</p> <p>With the adoption of new Core Curriculum, having a full time librarian will help with material distribution. She also is responsible for ordering additional library books.</p> <p>She also supports students by working with small groups</p>	<p>With an ever growing staff, and to meet the expectations of all teachers, increasing hours would provide more time in the day for all classes to visit and for many to visit more frequently.</p>	<p>Due to master scheduling, multiple lunches and ever growing staff and increased student numbers, additional hours for librarian will allow the school library to stay open more hours.</p>	<p>Oversee, master library schedule to ensure all students have access to library. Additional hours would allow access to students attending STEP UP to use the library and encourage students to come more frequently.</p>	<p>Site based data to include: AR reports , I-Ready data, and SBAC Data</p>

	<p>and has a full library visitation schedule to reflect use from preschool and Head start to 8th grade.</p> <p>Library visits for younger students include music, and read aloud.</p>				
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Continuous Improvement: Decision Making Model -- Essential Questions-Montezuma

**Program Specialist
and Instructional
Coach**

G

<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>26% of Montezuma Students met their ELA Standards on the SBAC , and were 72.8 points away from distance of 3 SBAC not given due to school closures.</p> <p>18% of Montezuma Students met their Math Standards on the SBAC ,and were 89.6 points away from distance of 3 SBAC not given due to school closures.</p>	<p>SBAC Scores have steadily improved <u>ELA</u> 2015/16-20% 2016/17-21% 2017/18-26% Projected 2019-31% 2020/21 scores Unavailable due to Covid 19, school closures</p> <p><u>Math</u> 2015/16-16% 2016/17-14% 2017/18-18% Projected 2019-26% 2020-21 scores Unavailable due to Covid 19, school closures</p> <p><u>ELPAC</u> Level 4-21%</p>	<p>Presently we have 30 FTE. 25/30 have clear credential 2 are Interns 3 are year 2 Induction</p> <p>1 open position Potential for more Interns/PIPS/Stips requiring support from Instructional Specialist and Program Specialist.</p> <p>New Curriculum Adoption for science requiring site support for all staff to ensure proper implementation Additionally site support for Fidelity to Core math and ELA</p>	<p>Instructional specialist helps support all teachers, heavy emphasis on new teachers, with Lesson Structure and sequence, (new curriculum implementation), Proactive classroom management, Student engagement and feedback.</p> <p>Program Specialist serves as: EL coordinator (ELPAC, EL monitoring and reclassifications), Testing Coordinator (I ready,CAA, PSAT, I ready), Afterschool Academic coordinator ,</p>	<p>Weekly admin meetings to discuss areas of need and create focus for following week</p> <p>Weekly schedule for coach, coaching all teachers, specific focus on new teacher support.</p> <p>Instructional Coach and PS will attend Academic Conferences</p> <p><i>Analyzing of Data</i></p> <p>Ensure implementation of AVID strategies school wide.</p>	<p>Ongoing Professional development , provided by Instructional coaches and Program Specialist focusing on developing strategies and resources to support teachers in planning lessons to address learning loss.</p>

<p>In the past 4 years we have grown: 6 % in ELA 2% in Math on the SBAC 8% EL Reclassification</p> <p>64% of all our English Learners are functioning at a Level 3 or Level 4</p> <p>Due to school closure as a result of COVID 19, SBAC scores are unavailable. Goals listed are adjusted to reflect using I ready as a measure, opposed to SBAC. The timeliness of I ready(3x year) versus SBAC (1x year) provides us with more timely and accurate data.</p>	<p>Level 3-43% Level 2-21% Level 1-14%</p> <p>64% of all our English Learners are functioning at a Level 3 or Level 4</p> <p><u>Reclassification Rate:</u></p> <p>2015-6% 2016-19% 2017-22% 2018-14% 2020-21 scores Unavailable due to Covid 19, school closures</p> <p><u>Goals</u> <u>ELA</u> -By the end of the 2022 school year, per I ready ELA Diagnostic 3 we will decrease the number of students performing 2 or more grade levels below by 75 students <u>MATH</u> -By the end of the 2022 school year,</p>	<p>250/750 students are EL</p>	<p>Coordinator and Trainer for The Latino Family Literacy Project.</p>		
---	---	--------------------------------	--	--	--

	<p>per I ready Math diagnostic 3 results report ,10% of students in grades K-8 will achieve their annual typical growth goal.</p> <p><u>ELD</u></p> <p>-By the end of the 2022 school year per ELPAC we will increase the number of students who reclassify by 30.</p>				
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

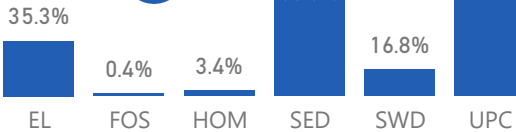
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report 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

January



680

Enrollment



December

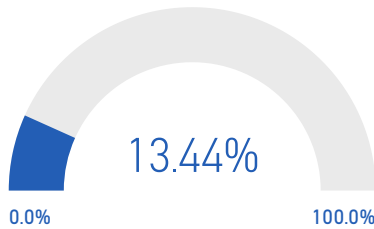


CWA

35

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

97%

ELA: K-11

On-Track

32%

Percent



Participation

98%

Math: K-8

On-Track

29%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

18

Total Tested

Reclassification



RFEP ● Complete ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

943

Total Test Count

Ready Class

1384

Total Test Count

Saavas

43

Total Test Count



Plus Survey

School Climate

16.4%

83.6%

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

17.3%

82.7%

I feel like I am part of this school.



Enrollment

school search

Montezuma Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment (current-previous month)

0

Dec-Jan change

01-Aug

677

Enrollment

06-Jan

680

Enrollment

02-Sep

691

Enrollment

03-Oct

685

Enrollment

04-Nov

677

Enrollment

05-Dec

680

Enrollment

SUSD RA v1.1

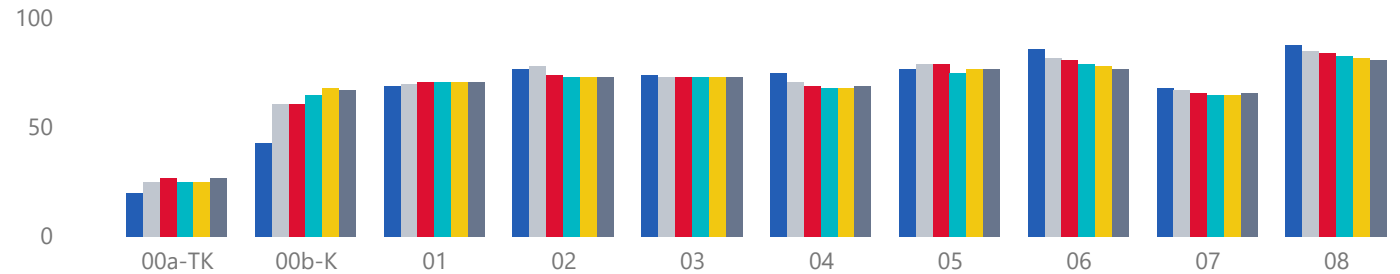
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, 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

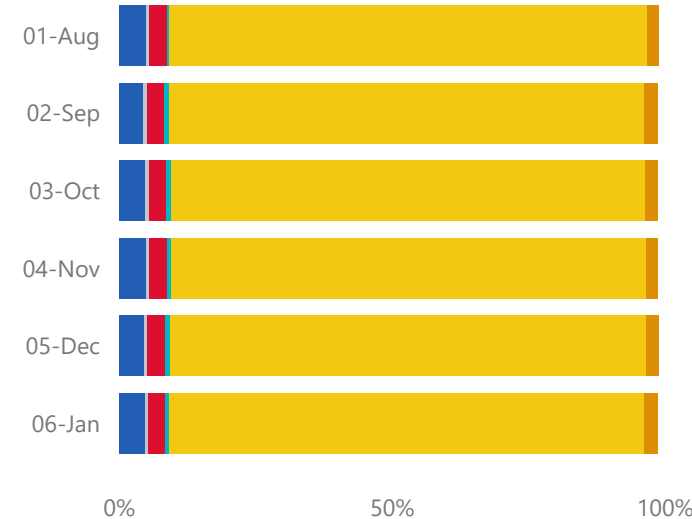
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



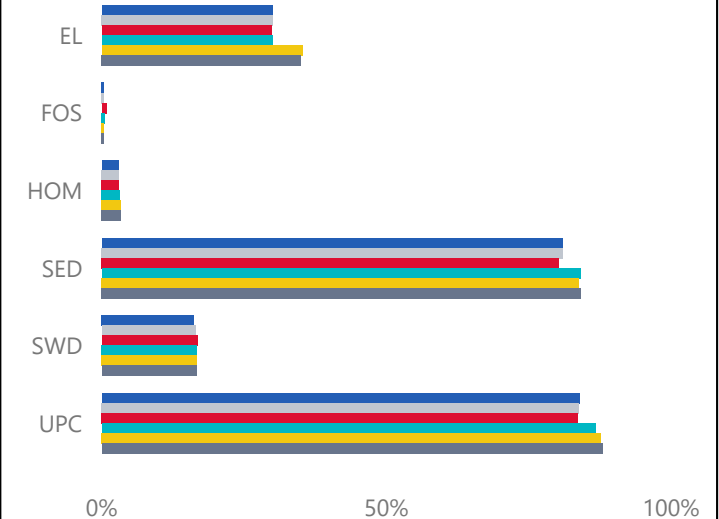
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Montezuma Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0

Nov - Dec change

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 display, use month filter to change displays. Ctrl for multiple selections.

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

01-Aug

0.00%

Rate

01-Aug

0

Count

02-Sep

0.29%

Rate

02-Sep

2

Count

03-Oct

8.58%

Rate

03-Oct

60

Count

04-Nov

13.21%

Rate

04-Nov

93

Count

05-Dec

13.44%

Rate

05-Dec

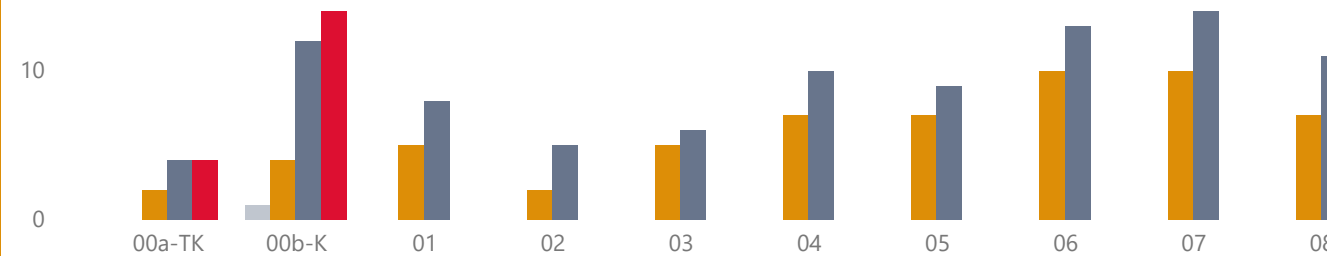
95

Count

SUSD RA v1.1

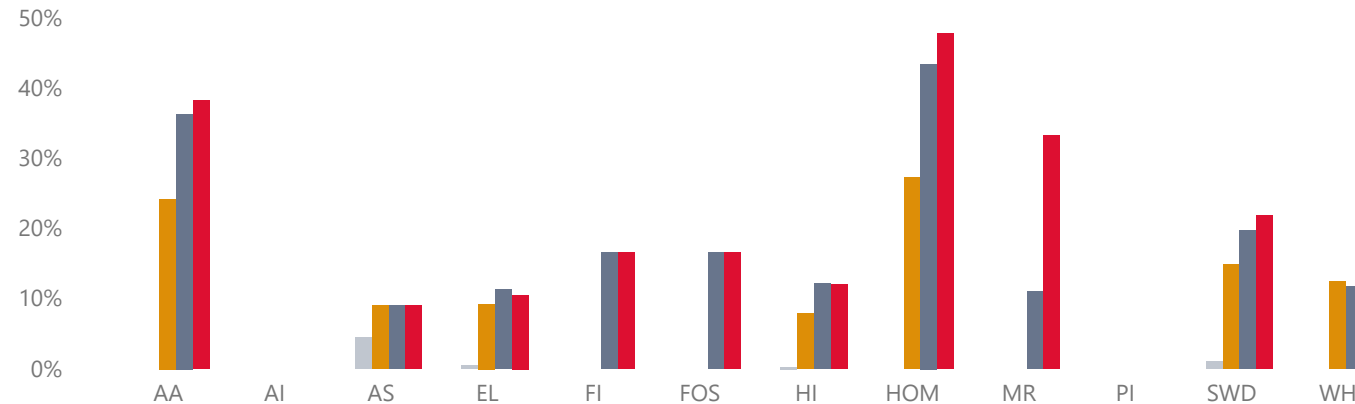
Chronic Absenteeism: Student Group

Month ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



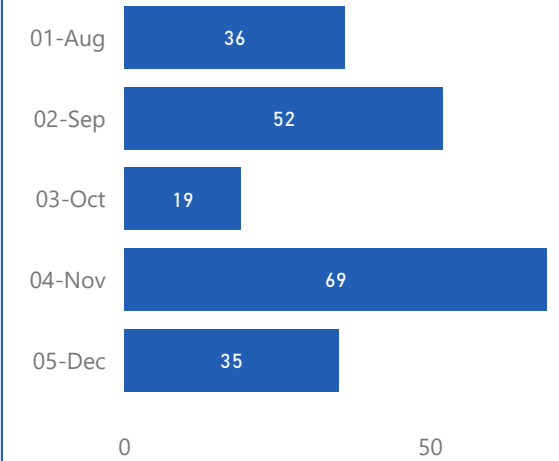
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

94%

Fall

97%

Winter

Spring

On Track

31%

Fall

32%

Winter

Spring

2+ Below

48%

Fall

40%

Winter

Spring

No Gro...

39%

All

27%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/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:

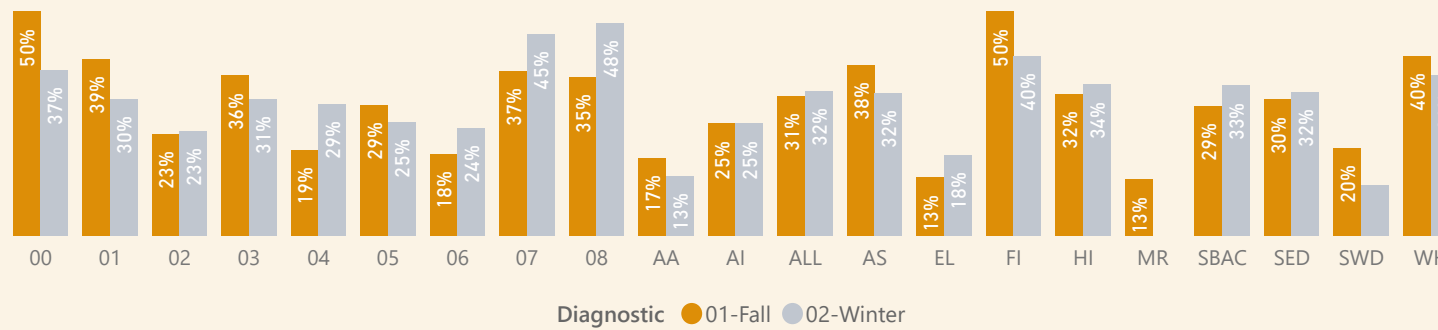
1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

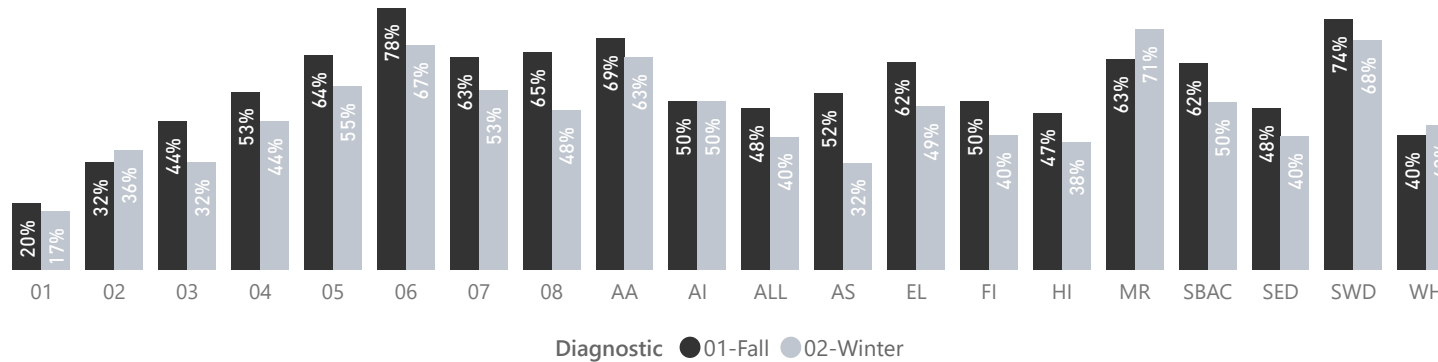
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter

High School Data Currently Not Reported

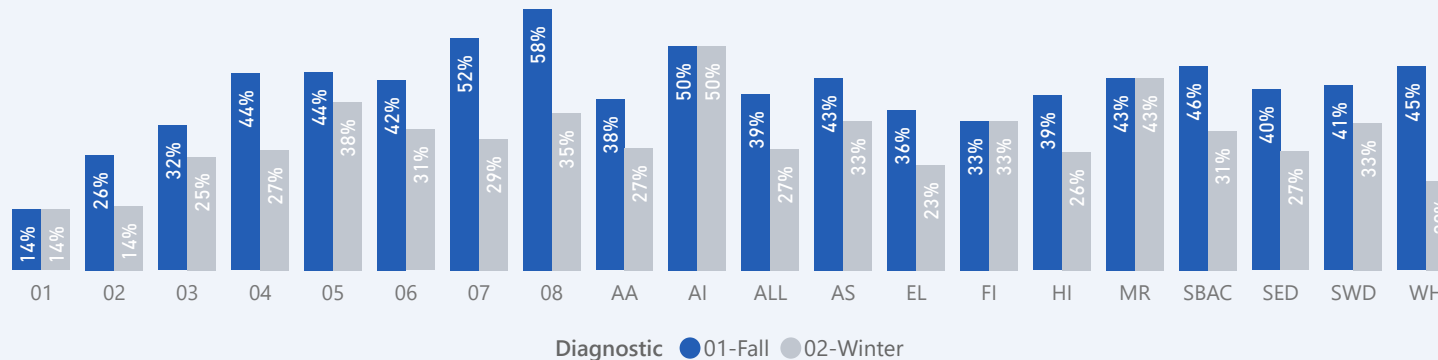
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



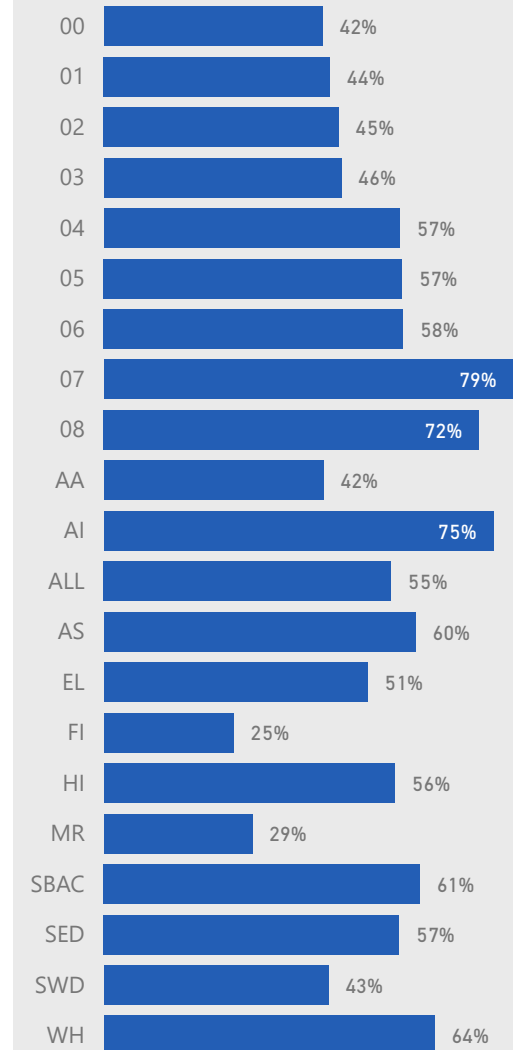
F-W Growth

55%

All

F-S Growth

iReady F-W Typical Growth



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:** November 2020

January 2021

Curriculum Assessments

Ready Class

1384

Total Test Count

Saavas

43

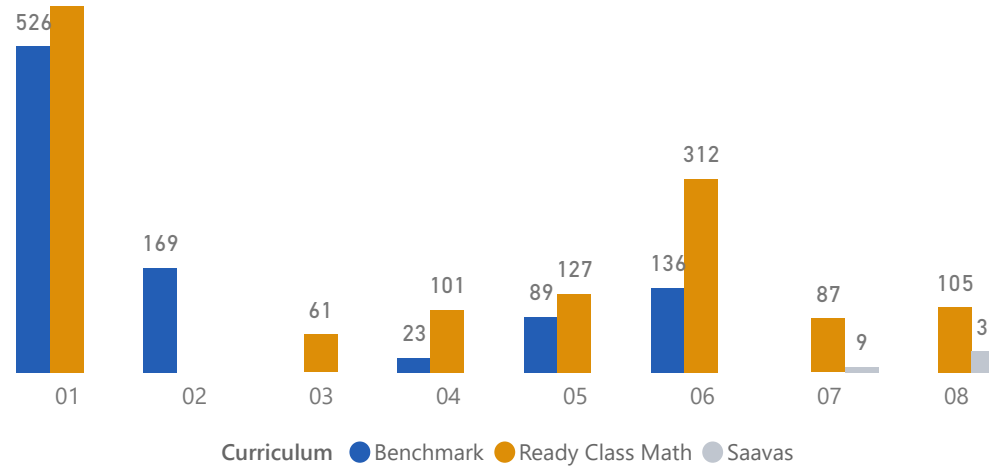
Total Test Count

Benchmark

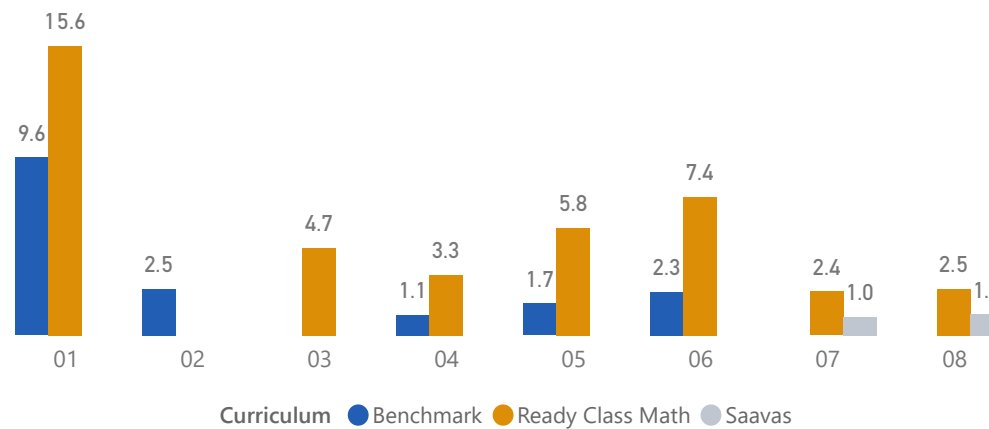
943

Total Test Count

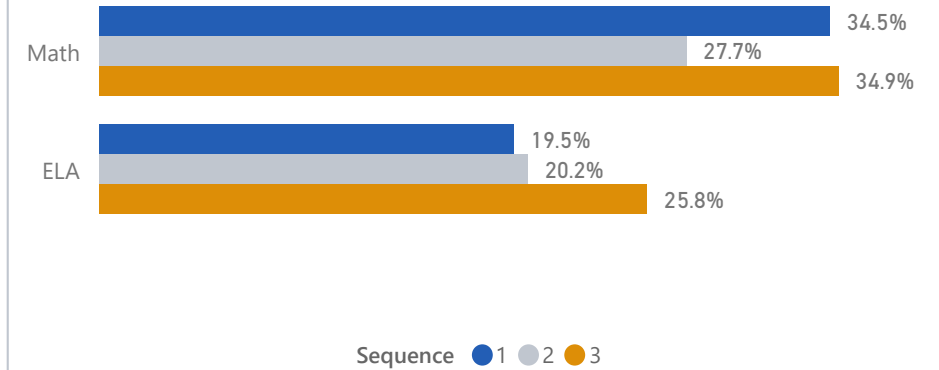
Curriculum: Test Count



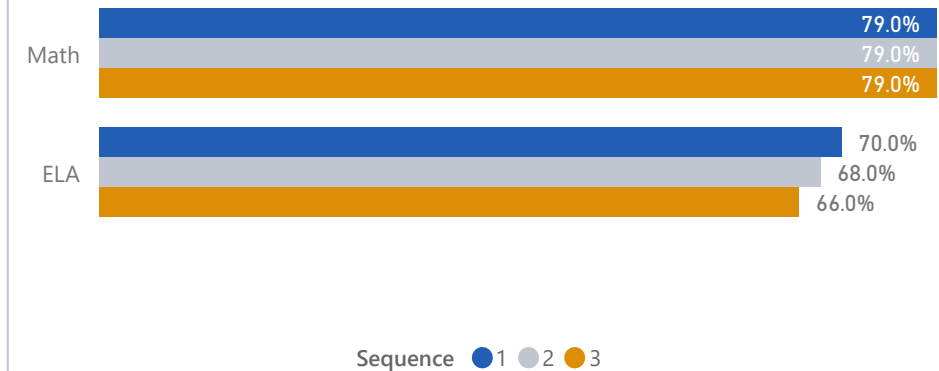
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



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

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
Intermediate 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 Eligible:** Count of all English Learners eligible 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.

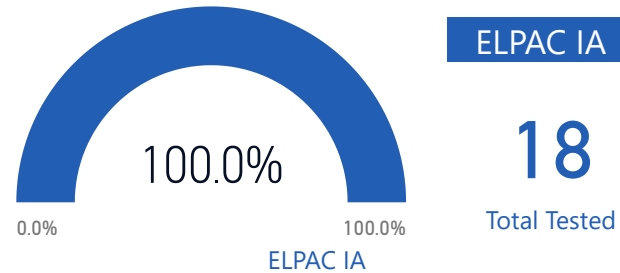
Navigation: NA

Source: Research; ELPAC; Illuminate

Frequency: Reports are updated periodically;

Updated: January 2021

Percent Initial ELPAC Completed



Grade Level	Tested	Enrolled	Percent Tested
00	15	15	100.00%
01	1	1	100.00%
03	1	1	100.00%
06	1	1	100.00%

Overall Performance

● IFEP ● Intermediate ● Novice



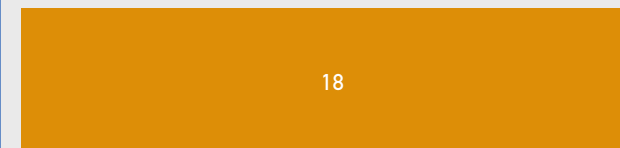
Oral Language Performance

● Well ● Moderate ● Minimally

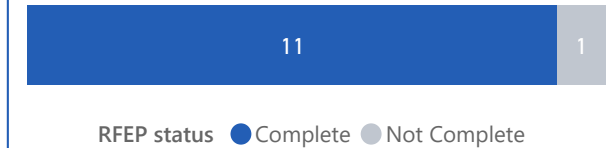


Written Language Performance

● Well ● Moderate ● Minimally

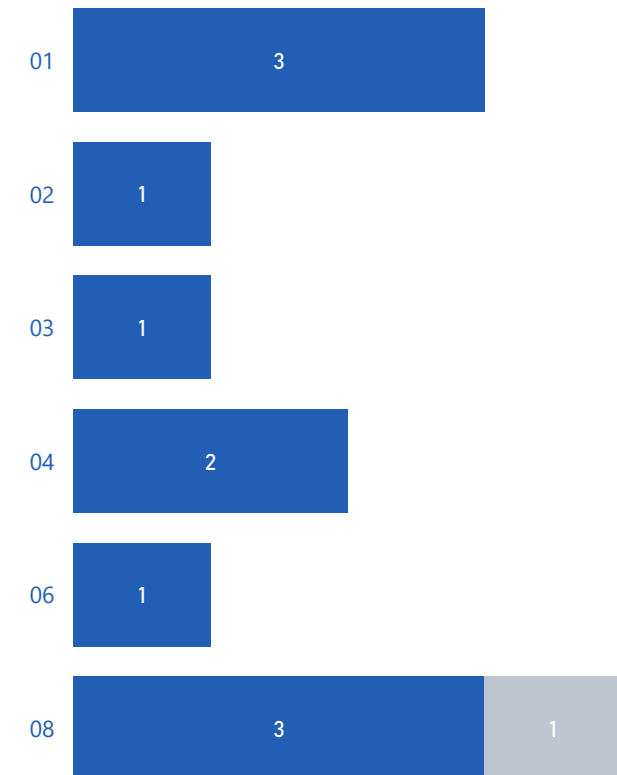


Reclassification



Reclassification by Grade Level

RFEP status ● Complete ● Not Complete



Overall Mean Scale Score by Grade Level



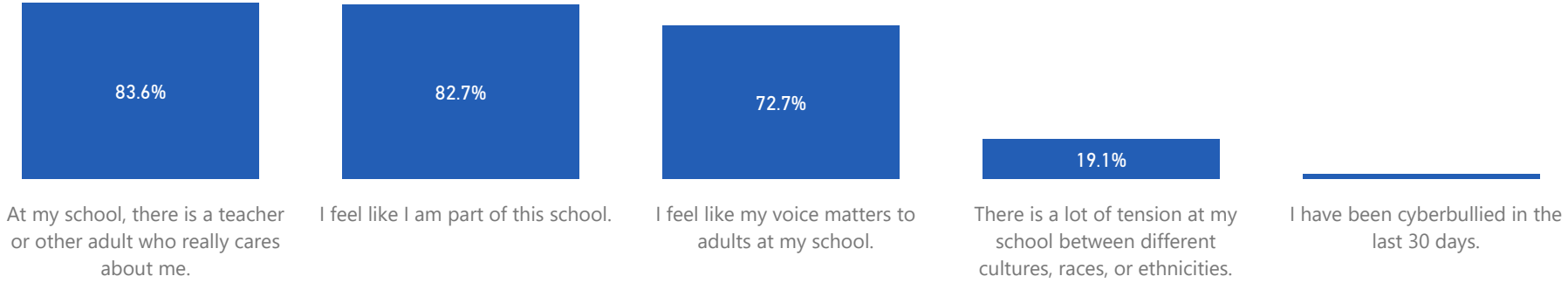
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP, CA Dashboard, PBIS teams, and program progress.

Navigation: NA

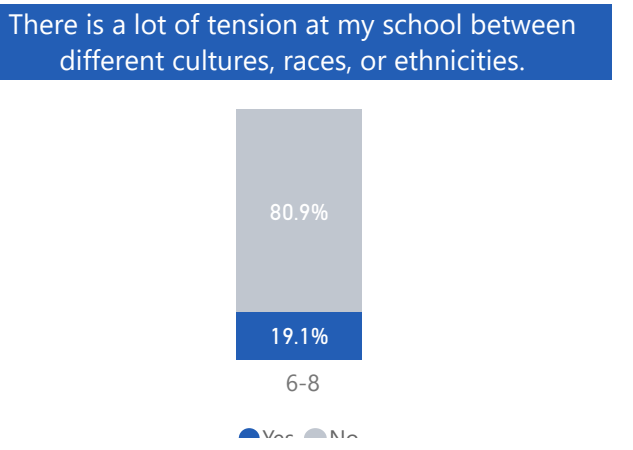
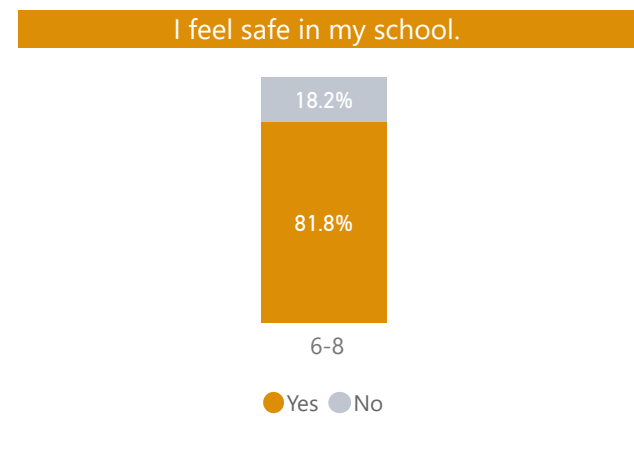
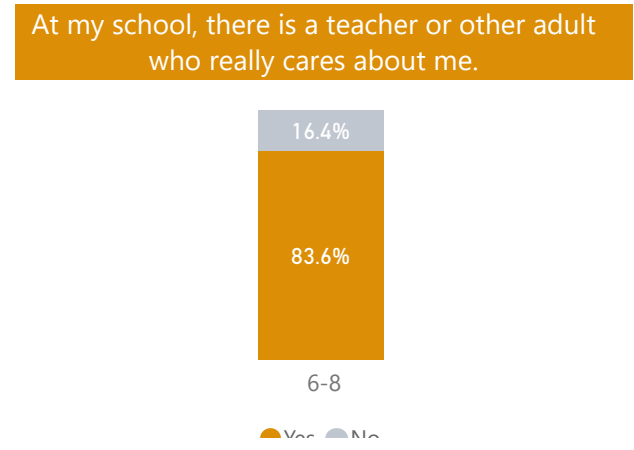
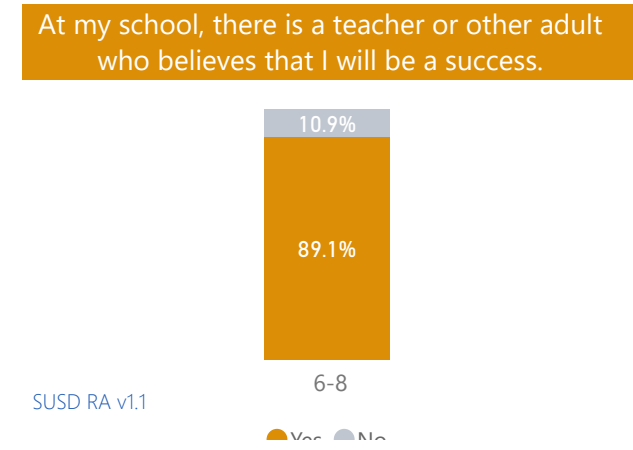
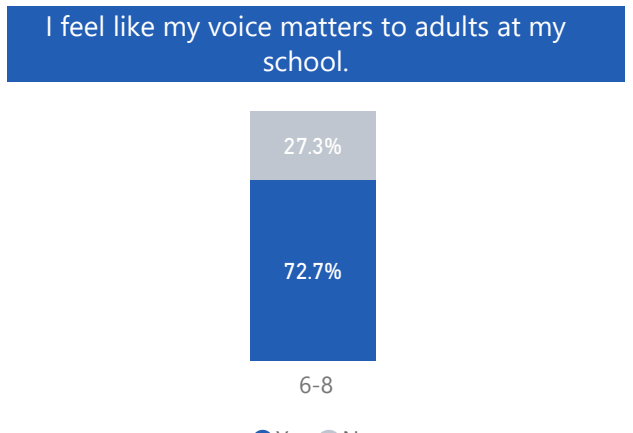
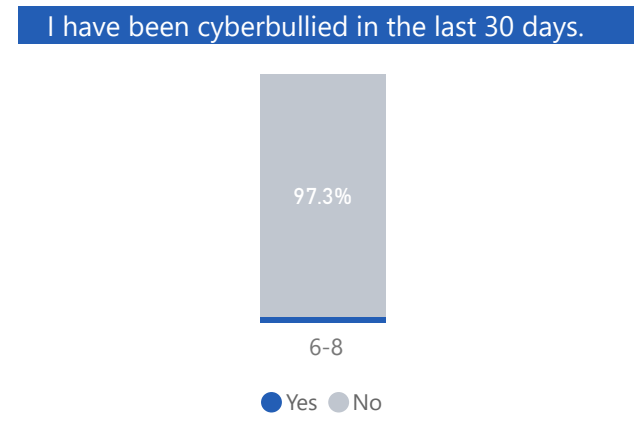
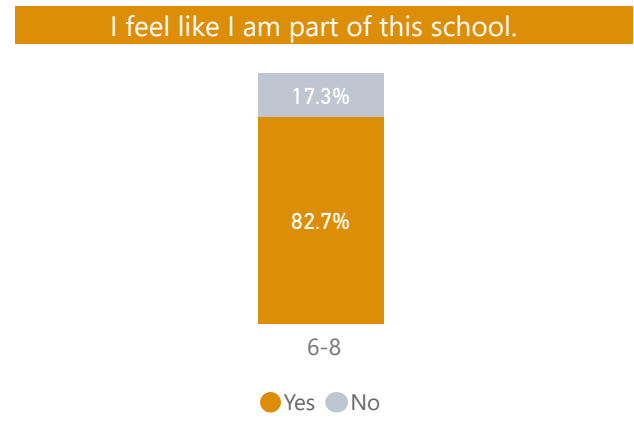
Source: Student Support Services - PLUS program

Frequency: Reports are updated after survey administration (3x a year); **Updated:** Fall 2020

All Responses



Count	Count	Count
(Bla...)	110	(Bla...)
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

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 attempted were earned

* Less than half: less than half of credits attempted 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**

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

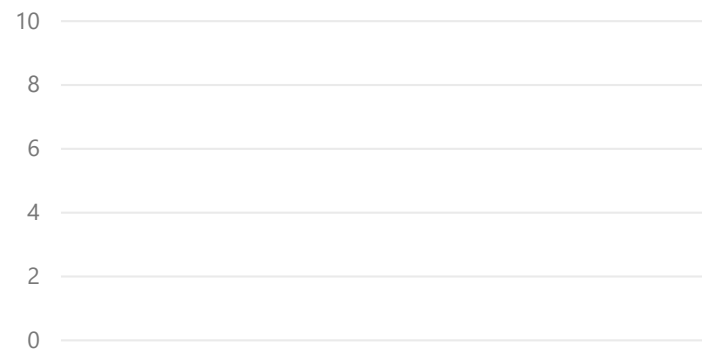
All

MDTP: Fall Diagnostic

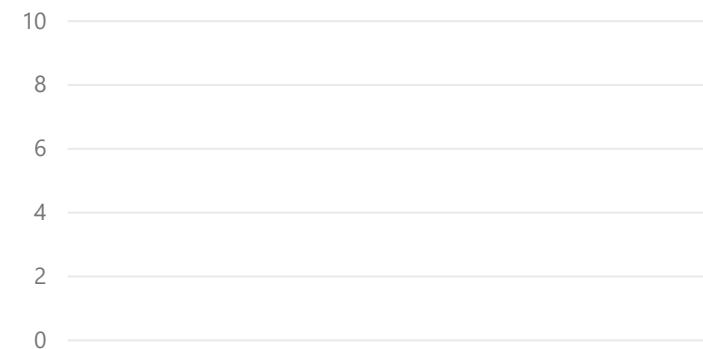
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

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

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

95%

Fall

98%

Winter

Spring

On Track

33%

Fall

29%

Winter

Spring

2+ Below

37%

Fall

31%

Winter

Spring

No Gro...

38%

All

27%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/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:

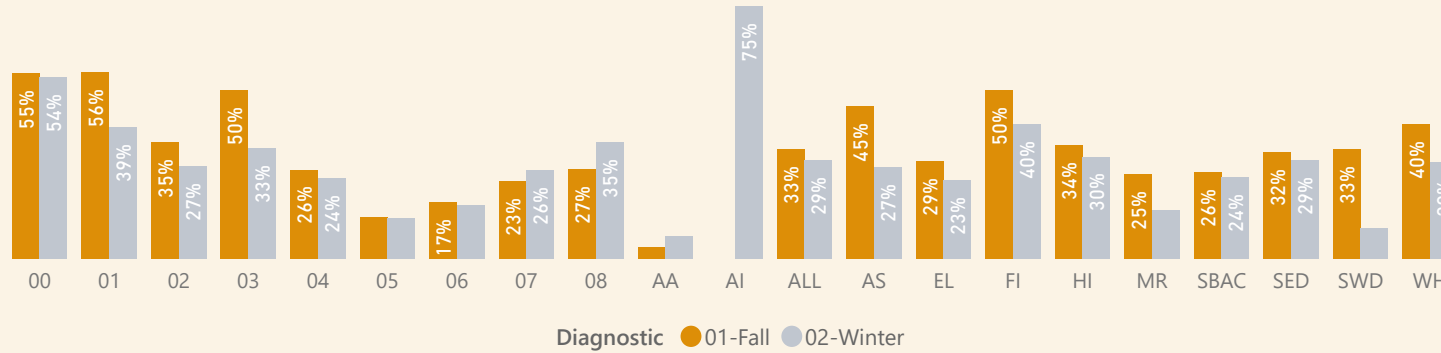
1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
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3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

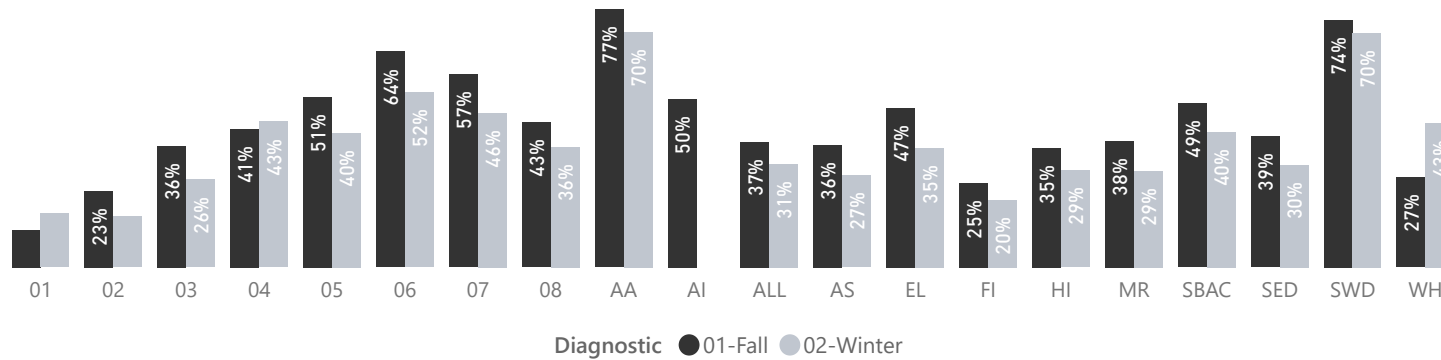
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

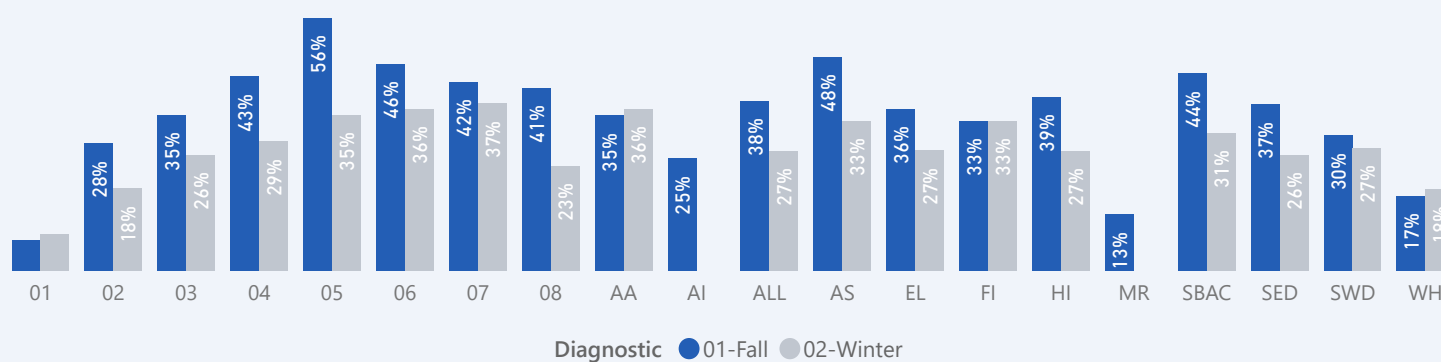
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



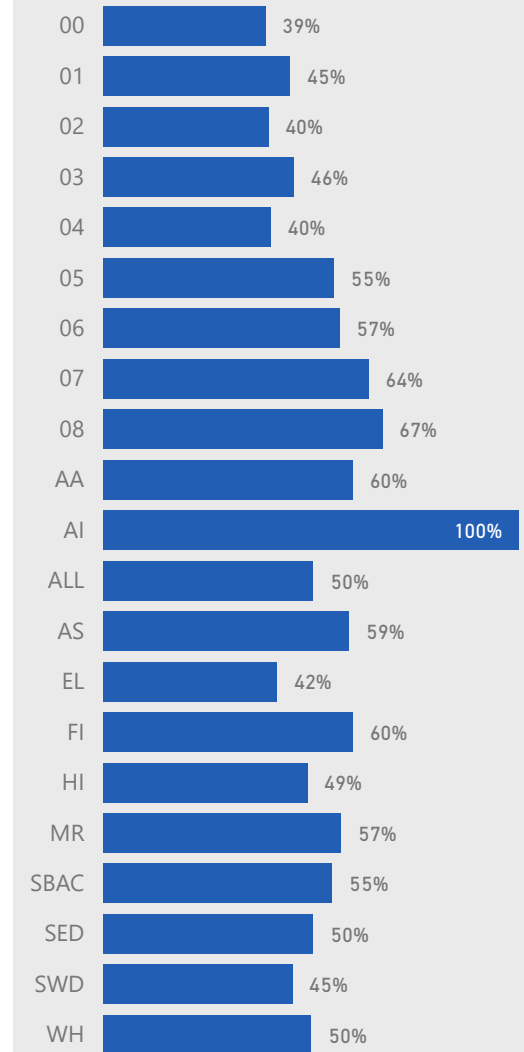
F-W Growth

50%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Montezuma

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 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

3/2/21

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 6/29/21
Date of Meeting

Attested:

Jim Cowan

Typed Name of School Principal



Signature of School Principal

6/29/21

Date