

# SAN ANTONIO ELEMENTARY

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Antonio Elementary School	43-69369-6046304	May 22, 2020	June 25, 2020

## Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to align district and school goals. In addition, it is our intention to use our resources in a way that will maximize our chances to accomplish our stated goals.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

San Antonio administers the ARUSD coordinated Panorama survey to students, parents, and staff once every year. Parents are asked about their child's safety, academics, engagement, and technology. Additionally, San Antonio administers ongoing teacher surveys to inform professional development planning and well as surface areas of need.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal conducts weekly classroom observations focused on classroom instruction in all classrooms TK – 5. Feedback is provided to teachers following each walk through, along with reflective questions and next steps. Areas of focus continue to be mathematics, developing our coding program and the socio-emotional wellbeing of our students: use of key instructional strategies and instructional practices to support learners in developing mastery of state grade-level standards. Teachers are also encouraged to complete peer observations. Additionally, the site administrators conduct two formal observations for each teacher who is being evaluated. Furthermore, the site administrator works with our school partners to collaborate, observe and provide feedback to enrichment programs offered to students before, during and after school.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

San Antonio School teachers engage in "Results Oriented Cycles of Inquiry" (ROCI). Teachers collaborate within grade levels and across grade levels to deepen their knowledge of instructional programs, instruction, assessment, as well as constantly monitor student progress towards the acquisition of standards mastery. Teachers administer different assessments to inform instruction and use i-Ready diagnostics, Accelerated Reader, Imagine Math, Imagine Language & Literacy, Levered and "Illuminate Education" as a data management system.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During grade level meetings, the principal and teachers analyze student results items from standards aligned formative assessments in mathematics to develop specific plans that include strategic plans for student learning. Grade levels meet regularly during Thursday collaboration time and during set monthly times to engage in facilitated shared inquiry to reflect on instructional scope and sequence and progress for the year.

We use the following multiple assessments to monitor student achievement:

- Benchmark Advance - Leveled Screener
- Envision and Benchmark Performance Tasks
- CAASPP (SBAC, CAST, CAA and SBAC Interim Blocks)
- Accelerated Reader STAR Assessment
- Standards-Based Report Cards
- I-Ready Math and ELA diagnostic
- ELPAC Summative and Initial Assessment data

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- The Principal is Assembly Bill (AB) 75/430 trained on State Board of Education adopted instructional materials.
- Teachers meet the guidelines of being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have access to training on State Board of Education-adopted instructional materials and acclaimed conferences specific to teachers' content area.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

School-wide staff development is promoted at San Antonio to maximize student learning in technology, reading, language arts, English language development, and mathematics. Staff development is specifically aligned with the content standards, student assessment, and professional needs. San Antonio's Instructional Leadership Team (ILT) develops and supports the implementation of San Antonio's Theory of Action and also serve as facilitators of the staff's shared learning.

The following professional development activities focus on standards-based instructional practices:

- The principal participates in district leadership professional development through principals' professional learning community, grade-level collaboration on curriculum, instruction and assessment.
- Teachers participate in district and school-grade level meetings that focus on standards-based instructional programs.
- Teachers received training on analyzing multiple assessments and using technology to monitor academic achievement for all students in reading, language arts, and mathematics.
- Teachers have received training on "Restorative Justice" practices through the implementation of SEEDs and actively apply restorative practices in staff and student spaces.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

San Antonio has instructional assistance and support for teachers provided by the principal and teacher content experts as well as support from the district's Division of Instructional Services. In addition, teachers participating in the BTSA program meet weekly with a district-assigned instructional coach. Teachers also have the option to join professional learning communities on various topics throughout the year, PLCs which are offered and facilitated through our district office or school partners.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

San Antonio staff meets 35 times per year for grade-level and site meetings. Teachers collaborate weekly by grade level and monthly by cross grade-level teams.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers meet weekly in grade-level meetings to engage in ROCI and with the aim of developing backwards planned standards-based lessons to meet the needs of students. The San Antonio principal and instructional leadership team collaborate with staff to align curriculum, instruction and assessments with content standards to ensure that all students have access to a comprehensive quality program.

- Teachers submit weekly lesson plans, identifying the specific standards their grade level has agreed to target in reading, language arts, mathematics social studies, science and coding.
- All teachers use the district-adopted programs, which are aligned to the California Common Core State Standards
- The instructional leadership team actively supports the quality implementation of the district-adopted instructional program.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Kindergarten students receive 200 minutes of instruction daily. Students in grades 1st-3rd receive 305 minutes of instruction four days a week and 230 minutes of instruction one day a week. Students in grades 4th-5th receive 325 minutes of instruction four days a week and 250 minutes of instruction one day a week because the District has adopted a 4/1 schedule. Instructional minutes in reading and mathematics are adhered to as evidenced in teacher lesson plans.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers at San Antonio unitize pacing guides to create their unit plans and to plan small-group intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

District adopted materials are available in the classroom in all content areas. These materials are available in hard copy and soft copy form. Teachers also incorporate additional standards-based supplemental materials and activities to support their instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

San Antonio uses State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Each teacher uses multiple data points to identify students' needs in order to develop, deliver and monitor subject area instruction. Each teacher has identified students classified as English learners by their ELPAC performance level and differentiates instruction and assignments to better serve and support these students. Conferences are held during the year. During conferences the student, parent(s), and teacher meet to review the student's work, grades, academic progress scores, and individual learning plans. Students needing additional support are given priority admission to City Year, Grail Family Services, and Reading Partners Interventions. In City Year, students receive targeted homework support and participate in enrichment opportunities.

## Evidence-based educational practices to raise student achievement

Teachers at San Antonio implement instructional strategies emphasized in John Hattie's book, "Visible Learning" and Doug Lemov's book "Teach Like a Champion" to increase depth of knowledge, rigor and student achievement. Additionally, teachers leverage Constructed Meaning practices to implement integrated English language development support during instruction. The principal uses ongoing instructional learning walks to gather data around the state of teaching and learning.

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

San Antonio school informs parents about upcoming events and activities through Class Dojo, Parent link (all school communication voice message), a weekly newsletter (SMORE) and the school's electronic marquee.

The following resources for parents are in place:

- Parent education classes and Parent University.
- San Antonio's website provides parents with news and school event information.
- Back-to-School Night in the fall to inform parents about the standards appropriate to their student's grade level and the procedures used to evaluate their student's progress
- Parent/teacher conferences in the fall and as needed for at-risk students.
- Open House in the spring to engage parents in their child's learning, while also sharing information on state assessments.
- Student Success Team (SST) meets to brainstorm strategies to meet the students' needs.
- School Site Council (SSC) meetings to provide parents a voice in decision making for San Antonio.
- English Learners Advisory Committee (ELAC) to provide parents a voice in decision making for San Antonio's students identified as English learners
- Ongoing parent huddles/cafecitos with the principal to listen to parent needs.
- Workshops through the Alum Rock Counseling Center - Strengthening Families Program.
- Workshops through the "Yes We Can Read" Grail Family Program.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel, and students were involved in the planning, implementation, and evaluation of consolidated application programs, and were involved in drafting the San Antonio's Single Plan for Student Achievement.



## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

San Antonio provides the following categorical funded services to enable under-performing students to meet standards:

- Title I funds are used to fund extended teacher collaboration time with a focus on supporting the neediest students by improving program implementation and improving teaching and learning.
- Title I and LCAP funds are used to fund family involvement activities.
- Title I and LCAP funds are used to provide reading and mathematics intervention programs.
- Title I and LCAP funds are used to purchase supplementary materials to support the core Language Arts and Math programs.

Within the above mentioned categorical funds, the following categorically funded services and personnel are utilized to help students meet state standards:

- Peace Builders - a school-wide rewards system recognizes student achievement, effort, attendance and citizenship.
- Reading Partners - provides support to students no more than 2 years behind grade level in grades 1-4.
- Imagine Math - targeted standards aligned mathematics support for students to meet grade-level content standards.
- Accelerated Reader - supports students' reading comprehension in grades 1-5 at their personal grade level (ZPD).
- RAZKids - supports students' reading comprehension in grades TK-2 at their personal grade level (ZPD).
- Little Heroes - supports students' physical and socio-emotional wellbeing is to empower, mentor, and provide children in program a multitude of outlets to establish healthy bodies and minds.

## Fiscal support (EPC)

San Antonio relies on several funding sources: categorical, unrestricted, and donations. Categorical funds are from Title I, Title III and LCAP. Unrestricted funding comes from general education and lottery. Donations are from private donors.

# 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**

In creating the SPSA, teachers, parents, students, and community members were consulted and contributed to the process. Information was collected via surveys, staff meetings, parent coffees, school site council and English learner advisory council meetings as well as our PTA meeting.

# Resource Inequities

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

During distance learning, we have worked with our school families to ensure that all students needing a device (Chromebook or iPad) and internet hotspot received one. Furthermore, it has been a challenge for some students to engage in distance learning as there is socio-economic inequity that impacts the ability of families and students to engage. Additionally, some parents have expressed that navigating dominant English language discourses continues to be a factor in their ability to support and be involved in their child's education, particularly during distance learning. With regards to summer extended learning opportunities, summer school intervention programs are difficult for students to attend due to a lack of transportation, and summer care.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0.31%	0	0	1
African American	2.31%	1.74%	2.17%	9	6	11
Asian	12.05%	11.05%	9.91%	47	38	34
Filipino	4.62%	4.07%	3.72%	18	14	13
Hispanic/Latino	76.41%	78.49%	80.5%	298	270	256
Pacific Islander	1.28%	1.45%	0%	5	5	0
White	0.77%	0.29%	0.31%	3	1	0
Multiple/No Response	0%	0%	3.1%	0	0	13
Total Enrollment				390	344	328

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	66	75	45
Grade 1	47	49	51
Grade 2	56	47	45
Grade3	64	42	52
Grade 4	68	66	49
Grade 5	89	65	66
Total Enrollment	390	344	328

### Conclusions based on this data:

1. Our two largest racial student subgroups are Latinx and Asian.
2. There are no White identifying students at San Antonio.
3. Although our 1st grade enrollment has increased all three years, there is declining enrollment overall.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	181	142	132	46.4%	41.3%	39%
Fluent English Proficient (FEP)	100	101	98	25.6%	29.4%	5%
Reclassified Fluent English Proficient (RFEP)	61	47	32	30.8%	26.0%	25%

### Conclusions based on this data:

1. The number of students identified as English learners have decreased from 16-17 to 19-20 by 7.4%
2. Across the last three years, there has been at least 25% of the student population enrolled that has been reclassified fluent English proficient.
3. Over one-third of the students enrolled are classified as English Learners.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	63	47	69	61	44	69	61	44	100	96.8	93.6
Grade 4	90	66	68	87	64	67	87	64	66	96.7	97	98.5
Grade 5	80	87	66	78	85	63	78	85	63	97.5	97.7	95.5
All Grades	239	216	181	234	210	174	234	210	173	97.9	97.2	96.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2423.	2403.	17.39	16.39	18.18	18.84	27.87	15.91	30.43	32.79	27.27	33.33	22.95	38.64
Grade 4	2419.	2433.	2440.	13.79	17.19	12.12	19.54	18.75	27.27	14.94	25.00	18.18	51.72	39.06	42.42
Grade 5	2476.	2463.	2485.	14.10	21.18	14.29	26.92	16.47	34.92	25.64	17.65	15.87	33.33	44.71	34.92
All Grades	N/A	N/A	N/A	14.96	18.57	14.45	21.79	20.48	27.17	23.08	24.29	19.65	40.17	36.67	38.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.04	21.31	22.73	37.68	59.02	34.09	49.28	19.67	43.18
Grade 4	14.94	15.63	16.67	39.08	37.50	46.97	45.98	46.88	36.36
Grade 5	12.82	17.65	15.87	51.28	38.82	50.79	35.90	43.53	33.33
All Grades	13.68	18.10	17.92	42.74	44.29	45.09	43.59	37.62	36.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.19	14.75	9.09	46.38	52.46	50.00	30.43	32.79	40.91
Grade 4	11.49	15.63	13.64	43.68	45.31	63.64	44.83	39.06	22.73
Grade 5	24.36	25.88	17.46	48.72	29.41	53.97	26.92	44.71	28.57
All Grades	19.23	19.52	13.87	46.15	40.95	56.65	34.62	39.52	29.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.25	13.11	18.18	72.46	70.49	68.18	20.29	16.39	13.64
Grade 4	11.49	12.50	13.64	49.43	60.94	57.58	39.08	26.56	28.79
Grade 5	11.54	10.59	7.94	58.97	51.76	66.67	29.49	37.65	25.40
All Grades	10.26	11.90	12.72	59.40	60.00	63.58	30.34	28.10	23.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.19	21.31	18.18	56.52	57.38	50.00	20.29	21.31	31.82
Grade 4	19.54	23.44	16.67	43.68	53.13	53.03	36.78	23.44	30.30
Grade 5	20.51	27.06	30.16	48.72	34.12	38.10	30.77	38.82	31.75
All Grades	20.94	24.29	21.97	49.15	46.67	46.82	29.91	29.05	31.21

**Conclusions based on this data:**

1. Two of our greatest ELA competency area challenges is "Reading" and "Research/Inquiry" as these two areas have the highest percentage of students below grade level.
2. Our greatest strength is in listening and research in all three grade levels. This is a direct reflection of the work teachers have been doing with requiring students to reference sources and write and speak in complete sentences. Teachers have also increased the amount of content students have been required to listen to and then make reference to.
3. The mean scale score across the three years has decreased in third grade, while increasing in fourth and fifth grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	63	47	69	62	46	69	62	46	100	98.4	97.9
Grade 4	90	66	68	88	66	67	88	66	67	97.8	100	98.5
Grade 5	80	87	66	80	85	65	80	85	65	100	97.7	98.5
All Grades	239	216	181	237	213	178	237	213	178	99.2	98.6	98.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2428.	2417.	17.39	22.58	15.22	23.19	20.97	30.43	28.99	30.65	23.91	30.43	25.81	30.43
Grade 4	2449.	2448.	2466.	19.32	9.09	11.94	11.36	24.24	23.88	35.23	34.85	41.79	34.09	31.82	22.39
Grade 5	2471.	2464.	2491.	13.75	20.00	15.38	12.50	7.06	16.92	23.75	23.53	32.31	50.00	49.41	35.38
All Grades	N/A	N/A	N/A	16.88	17.37	14.04	15.19	16.43	23.03	29.54	29.11	33.71	38.40	37.09	29.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.99	30.65	32.61	36.23	37.10	28.26	34.78	32.26	39.13
Grade 4	22.73	22.73	26.87	27.27	30.30	28.36	50.00	46.97	44.78
Grade 5	16.25	20.00	24.62	28.75	22.35	35.38	55.00	57.65	40.00
All Grades	22.36	23.94	27.53	30.38	29.11	30.90	47.26	46.95	41.57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.84	20.97	15.22	55.07	40.32	56.52	26.09	38.71	28.26
Grade 4	15.91	12.12	14.93	36.36	42.42	44.78	47.73	45.45	40.30
Grade 5	17.50	14.12	13.85	27.50	32.94	44.62	55.00	52.94	41.54
All Grades	17.30	15.49	14.61	38.82	38.03	47.75	43.88	46.48	37.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.29	22.58	21.74	52.17	58.06	58.70	27.54	19.35	19.57
Grade 4	22.73	16.67	16.42	35.23	43.94	55.22	42.05	39.39	28.36
Grade 5	12.50	17.65	13.85	36.25	34.12	40.00	51.25	48.24	46.15
All Grades	18.57	18.78	16.85	40.51	44.13	50.56	40.93	37.09	32.58

**Conclusions based on this data:**

1. Demonstrating ability to support mathematical conclusions via communicating reasoning is a high area of opportunity as 51% of students are at or near standard -- higher than any other claim area.
2. Although the number of students below standard in concepts and procedures has decreased over the last three years, applying mathematical concepts and procedures is an area of opportunity as 41.57% of students are below grade level standard.
3. The percentage of students not meeting grade level standard overall has steadily decreased over the last three years: approximately a 10% change from 16-17 to 18-19.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.6	1427.9	1439.6	1437.9	1409.9	1404.3	45	48
Grade 1	1484.3	1420.0	1470.6	1442.4	1497.3	1396.9	22	16
Grade 2	1477.5	1470.6	1480.5	1467.1	1474.0	1473.3	11	16
Grade 3	1492.4	1466.1	1490.0	1450.9	1494.2	1480.5	25	15
Grade 4	1492.4	1495.5	1488.8	1487.3	1495.6	1503.2	24	22
Grade 5	1508.2	1500.4	1506.7	1499.5	1509.0	1500.8	32	19
All Grades							159	136

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.67	12.50	44.44	39.58	*	39.58	*	8.33	45	48
1	68.18	0.00	*	18.75	*	50.00	*	31.25	22	16
2	*	6.25	*	50.00	*	31.25	*	12.50	11	16
3	*	13.33	56.00	20.00	*	33.33	*	33.33	25	15
4	*	9.09	54.17	59.09	*	13.64	*	18.18	24	22
5	*	26.32	53.13	15.79	*	31.58	*	26.32	32	19
All Grades	26.42	11.76	44.65	36.03	16.98	33.82	11.95	18.38	159	136

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.00	16.67	33.33	41.67	24.44	31.25	*	10.42	45	48
1	50.00	6.25	*	43.75	*	31.25	*	18.75	22	16
2	*	18.75	*	43.75	*	25.00	*	12.50	11	16
3	52.00	20.00	*	26.67	*	20.00	*	33.33	25	15
4	*	36.36	*	40.91	*	4.55	*	18.18	24	22
5	43.75	42.11	37.50	26.32	*	0.00	*	31.58	32	19
All Grades	45.28	22.79	30.19	38.24	14.47	20.59	10.06	18.38	159	136



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	22.92	44.44	47.92	*	16.67	45	48
1	68.18	0.00	*	6.25	*	43.75	*	50.00	22	16
2	*	6.25	*	43.75	*	31.25	*	18.75	11	16
3		13.33	*	6.67	*	46.67	*	33.33	25	15
4	*	0.00	*	36.36	*	40.91	*	22.73	24	22
5		0.00	46.88	31.58	34.38	26.32	*	42.11	32	19
All Grades	18.24	6.62	30.19	25.00	33.33	41.18	18.24	27.21	159	136

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.44	18.75	28.89	70.83	*	10.42	45	48
1	72.73	37.50	*	56.25	*	6.25	22	16
2	*	18.75	*	62.50	*	18.75	11	16
3	*	6.67	64.00	60.00	*	33.33	25	15
4	*	31.82	54.17	45.45	*	22.73	24	22
5	37.50	5.26	56.25	68.42	*	26.32	32	19
All Grades	49.06	19.85	41.51	62.50	9.43	17.65	159	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	16.67	60.00	68.75	*	14.58	45	48
1	*	0.00	50.00	75.00	*	25.00	22	16
2	*	31.25	*	56.25	*	12.50	11	16
3	60.00	20.00	*	40.00	*	40.00	25	15
4	58.33	36.36	*	45.45	*	18.18	24	22
5	59.38	52.63	*	21.05	*	26.32	32	19
All Grades	49.69	25.00	38.36	54.41	11.95	20.59	159	136

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.42	71.11	83.33	*	6.25	45	48
1	77.27	0.00	*	50.00	*	50.00	22	16
2	*	12.50	*	68.75	*	18.75	11	16
3		0.00	60.00	60.00	*	40.00	25	15
4		4.55	58.33	63.64	*	31.82	24	22
5	*	10.53	75.00	42.11	*	47.37	32	19
All Grades	19.50	7.35	57.86	66.18	22.64	26.47	159	136

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.11	31.25	55.56	43.75	*	25.00	45	48
1	*	0.00	50.00	37.50	*	62.50	22	16
2	*	0.00	*	75.00	*	25.00	11	16
3	*	13.33	64.00	60.00	*	26.67	25	15
4	*	9.09	54.17	72.73	*	18.18	24	22
5	*	10.53	65.63	68.42	*	21.05	32	19
All Grades	27.04	15.44	58.49	56.62	14.47	27.94	159	136

**Conclusions based on this data:**

1. Mean scale scores for kinder students is higher in oral language than written language.
2. First grade has a higher mean scale score for written language than in oral language.
3. Second through fifth grade has relatively similar mean scale scores in both oral and written language.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>344</b>	<b>88.7</b>	<b>41.3</b>	<b>0.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	142	41.3
Foster Youth	1	0.3
Homeless	4	1.2
Socioeconomically Disadvantaged	305	88.7
Students with Disabilities	36	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.7
Asian	38	11.0
Filipino	14	4.1
Hispanic	270	78.5
Two or More Races	10	2.9
Pacific Islander	5	1.5
White	1	0.3





### Conclusions based on this data:

1. A significant number of our students are classified as socioeconomically disadvantaged (88.7%).
2. The largest racial student subgroup is Hispanic (78.5%).
3. 41.3% of our students are identified as English learners.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. For ELA, San Antonio students performed in the YELLOW band at 21.4 points below standard, an increase of 9.2 points. For Mathematics, San Antonio students performed in the GREEN band at 17 points below standard, an increase of 20 points.
2. According to Chronic Absenteeism data, San Antonio was RED the lowest highest performance where 13.9% of students were chronically absent. An increase of 3.9%
3. According to Suspension Rate data, San Antonio was ranked in the highest performance level BLUE at .5%, which is a decline of 1.6%

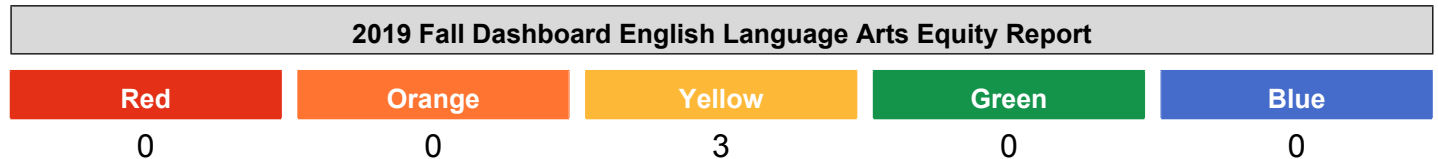
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 21.4 points below standard Increased ++9.2 points 159	 Yellow 27 points below standard Increased ++12.3 points 116	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 29.8 points below standard Increased ++9.2 points 139
		 No Performance Color 90 points below standard Increased Significantly ++56.5 points 24		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 65.3 points above standard Increased ++7.8 points 14	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Yellow 33.7 points below standard Increased ++14.5 points 132	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 82.6 points below standard Increased Significantly ++47 points 42	<b>Reclassified English Learners</b> 4.5 points above standard Declined -4.7 points 74	<b>English Only</b> 23.9 points below standard Declined -3.3 points 36
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#### Conclusions based on this data:

- Based on the 2019 CAASPP ELA data by English Learner status, English Only (-3.3 points) and Reclassified English learners (-4.7 points) experienced a decrease in performance, while English Learner students increased performance by 47 points.
- Based on the 2019 CAASPP ELA data by race and ethnicity, Hispanic students experienced an increase in achievement by +14.5 points, Asian students increased their achievement by +7.8 points, students with disabilities saw an increase in achievement by +56.5 points, and socioeconomically disadvantaged students saw an increase in achievement by +9.2 points.
- Based on the 2019 CAASPP ELA data, the performance level only declined for English Only and Reclassified English Learners.



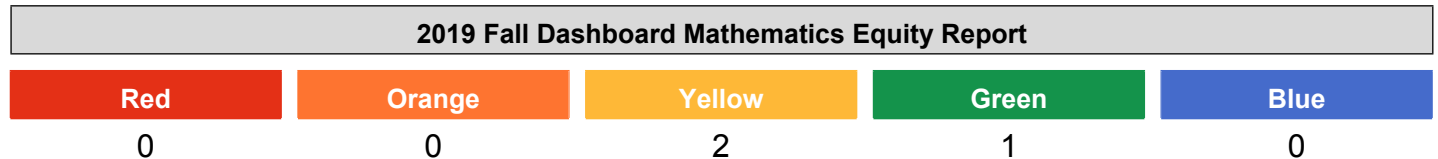
# School and Student Performance Data

## Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 17 points below standard Increased Significantly ++20 points 159	<b>English Learners</b>  Green 24.4 points below standard Increased Significantly ++20.8 points 116	<b>Foster Youth</b> 
<b>Homeless</b> 	<b>Socioeconomically Disadvantaged</b>  Yellow 26.3 points below standard Increased Significantly ++20.8 points 139	<b>Students with Disabilities</b>  No Performance Color 80.2 points below standard Increased Significantly ++41.8 points 24

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 78.7 points above standard Increased Significantly ++20.2 points 14	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Yellow 28.1 points below standard Increased Significantly ++28.1 points 132	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 68 points below standard Increased Significantly ++51.5 points 42	<b>Reclassified English Learners</b> 0.3 points above standard Increased ++6.1 points 74	<b>English Only</b> 21 points below standard Increased ++7.3 points 36
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#### Conclusions based on this data:

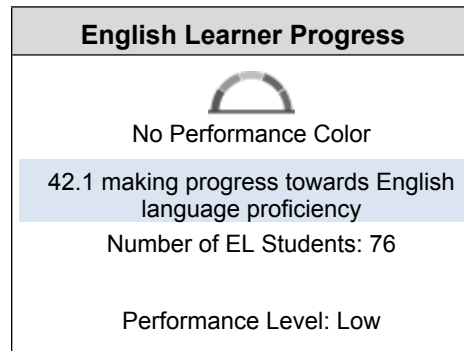
- Based on the 2019 CAASPP Math data by English Learner status, all three subcategories saw an increase in academic achievement English Learners (+51.5), Reclassified English Learners (+6.1 points) and English Only students (+7.3 points).
- Based on the 2019 CAASPP Math data by race and ethnicity, Asian students (+20.2 points) and Hispanic students (+28.1 points) saw an increase in academic achievement.
- Based on the 2019 CAASPP Math data, Socioeconomically Disadvantaged (+20.8 points) and Students with Disabilities (+41.8 points) saw an increase in academic achievement.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	20	2	30

#### Conclusions based on this data:

- 42.1% of students identified as English learners are making progress towards English language proficiency.
- 30 students progressed at least one ELPI level, while 22 students maintained their previous proficiency level.
- 24 students decreased one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

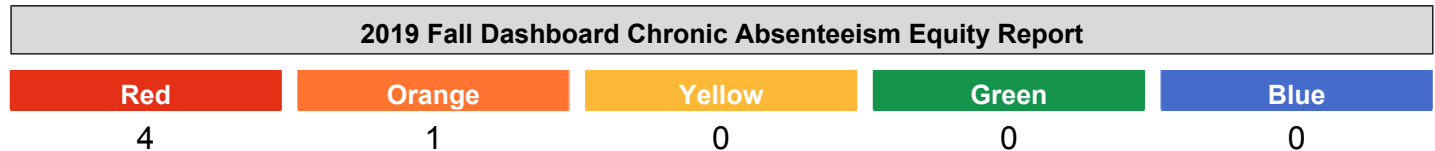
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 13.9 Increased Significantly +3.9 381	<b>English Learners</b>  Red 15.9 Increased Significantly +6.2 170	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Red 15.2 Increased Significantly +4.4 342	<b>Students with Disabilities</b>  Red 23.9 Increased +12.8 46

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Orange 8.1 Increased +6.1 37	<b>Filipino</b>  No Performance Color 6.7 Increased +1.4 15
<b>Hispanic</b>  Red 15.2 Increased Significantly +4 303	<b>Two or More Races</b>  No Performance Color 9.1 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

### Conclusions based on this data:

1. Based on 2019 Chronic Absenteeism data, all student subgroups saw an increase in their chronic absenteeism rate.
2. Students identified as Asian (+6.1%) English learners (+6.2%) and SWDs (+12.8%) had the highest levels of increase in their chronic absenteeism rates.
3. Students identified as English learners (15.9%), Hispanic (15.2%), Socio Economically Disadvantaged (15.2%) and Students with Disabilities (23.9%) are the four subgroups with the highest chronic absenteeism rates.



# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

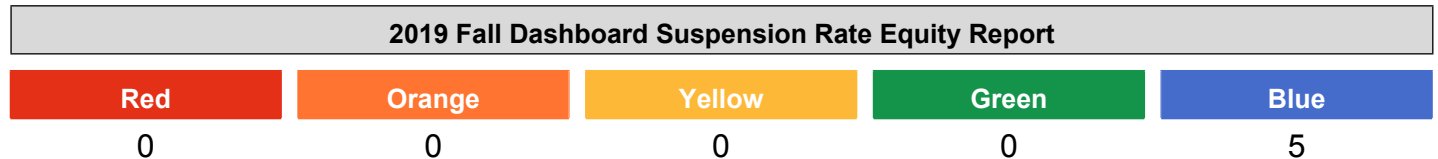
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.5 Declined Significantly -1.6 391	<b>English Learners</b>  Blue 0.6 Declined Significantly -1.9 177	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 7	<b>Socioeconomically Disadvantaged</b>  Blue 0.6 Declined Significantly -1.8 352	<b>Students with Disabilities</b>  Blue 0 Maintained 0 50

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Maintained 0 37	<b>Filipino</b>  No Performance Color 6.7 Increased +6.7 15
<b>Hispanic</b>  Blue 0.3 Declined Significantly -1.8 312	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  No Performance Color Less than 11 Students - Data 3

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	0.5

#### Conclusions based on this data:

1. The suspension rate overall has decreased from 2018 to 2019 by 1.6%.
2. Based on 2019 suspension data by race/ethnicity, the Filipino suspension rate increased by +6.7% (the only subgroup to increase).
3. Based on 2019 suspension data by student groups, the all student group (-1.6%), English learner group (-1.9%), and the socioeconomically disadvantaged group (-1.8%) declined significantly.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.

## Goal 1

By June 2021, we as a San Antonio team will provide opportunities that will assist all students to grow in mathematics:

Grades K-3: students below grade level in math will make 1.5 years growth as measured by iReady

Grades K-3: students at grade level in math will make 1 year growth as measured by iReady

Grades 4-5: students will grow one performance level (band) in math as measured by the Smarter Balanced Summative Assessments or California Alternate Assessment.

## Identified Need

Students overall achievement in mathematics although growing is still behind overall achievement in English Language Arts particularly for students identified as English learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	Per 2019 i-Ready Baseline Diagnostic: 32% of students K-3 are At Risk for Tier 3 - (Two or More Grade Levels Below) 65% of students K-3 are Tier 2 - (One Grade Level Below or Early On Grade Level)	Grades K-3: students below grade level in math will make 1.5 years growth as measured by i-Ready
i-Ready	Per 2019 i-Ready Baseline Diagnostic: 3% of students K-3 are Tier 1 - (On (Mid/Late) or Above Grade Level)	Grades K-3: students at grade level in math will make 1-year growth as measured by i-Ready
CAASPP	Per 2018-19 SBAC diagnostics: <ul style="list-style-type: none"><li>34.86% of 3rd-5th grade students placed Standard Not Met (level 1)</li><li>25.41% 3rd-5th grade students placed</li></ul>	Grades 4-5: students will grow one performance level (band) in math as measured by the Smarter Balanced Summative Assessments or California Alternate Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard Nearly Met (LEVEL 2) <ul style="list-style-type: none"> <li>• 20.04% of 3rd-5th grade students placed Standard Met (LEVEL 3)</li> <li>• 19.69% 3rd-5th grade students placed Standard Exceeded (LEVEL 4)</li> </ul>	

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Provide either bi-weekly or monthly standards-based formative assessments in math to guide instruction and determine student's level of achievement in mathematics.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0.00

#### Source(s)

No Cost

### 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

Plan for the use of templates and manipulatives, so every student has access (i.e., multiple modalities of learning).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

No Cost

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

Work in very targeted data-informed small groups to support students' mathematical understanding via multiple modalities.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

No Cost

### 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

Facilitate ongoing student feedback check-ins with teacher (one-on-one).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

No Cost

### Strategy/Activity 5

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

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

All Students

Strategy/Activity



Support students in deconstructing math problems using the C.U.B.E.S. strategy and math journals.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0.00

Source(s)

No Cost

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Engage in cross grade-level learning walks to support deepening of teaching and learning during math block.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0.00

Source(s)

No Cost

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Utilize grade-level collaborations and full day releases to deepen shared understanding of instructional practices and grade-level standards/practices as well as support shared learning around effective instructional/leadership practices that weave in manipulatives, mathematical practices as well as CCSS.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,500.00

Title I  
1000-1999: Certificated Personnel Salaries  
substitutes and extended duty

## Strategy/Activity 8

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

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

All Students

### Strategy/Activity

Implement digital instructional program to support students development in grade-level content via a blended learning and differentiated platforms.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,500.00

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
License Agreement - Digital Instructional  
Program

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Implement before / after school interventions for students not achieving grade-level standard as well as provide supplemental planning/meeting/collaboration time for staff to work to meet the needs of students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Extended Duty

1,000.00

Title I  
3000-3999: Benefits  
Extended Duty Benefits

## Strategy/Activity 10

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

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

All Students

**Strategy/Activity**

Purchase school supplies, materials and equipment such as, but not limited to: materials for grades to support routines, supplemental RLA materials, classroom library books and newspapers, AV equipment, document cameras, printers, computers, software, maintenance of computers and print shop orders. Additionally, students will have access to computers and iPads to improve: vocabulary, language skills and provide blended and personalized learning opportunities. Additionally, Teachers will be allotted \$200.00 each to purchase supplemental materials to provide equal educational access to the state standards.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

10,664.78

Title I  
4000-4999: Books And Supplies  
Instructional Materials and Supplies

750.00

LCFF Supplemental/Concentration  
4000-4999: Books And Supplies  
Instructional Materials and Supplies

3,200.00

LCFF Supplemental/Concentration  
4000-4999: Books And Supplies  
Materials and Supplies (\$200.00 per teacher)

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Utilize Reading Partners interventions to support literacy development of students so they may increase access to grade-level content and material in mathematics.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

5,000

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Contracted Services - Reading Partners

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

There has been intentional effort to implement standards-aligned formative assessments within all grade levels to inform instructional practice. Additionally, during the 2019-20 academic year, the grade-level teams were able to intentionally work together to deepen the instructional practice in the use of math standards, standards aligned formative assessments and data analysis.

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

As a result of a reduced LCFF and Title I allocation, there was an adjustment made to the amount allocated to materials and supplies.

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.

Given that there has been significant growth in mathematics at the site, the team is continuing to implement key strategies/activities to support student mastery of standards and grade-level content. The process of developing the Area 1 goal was made through intentional collaboration with the instructional leadership team and the larger staff.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

## Goal 2

By 2021, all students identified as English learners will grow one English Learner Progress Indicator (ELPI) level as measured by the English Language Proficiency Assessments for California (ELPAC) or if they are a level 4 maintain their level/and or reclassify to fluent English proficient.

## Identified Need

About one third of students at San Antonio are identified as English learners. Continuing to support the English language acquisition of students is a priority and need so they may access grade-level instruction and content.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Performance Level Change	Performance Level Percent Change (2017-18 ELPAC to 2018-19 ELPAC) Well Developed = +4% change Moderately Developed = -2% change Somewhat Developed = 0% change Beginning = -2% change	All students identified as English learners not meeting reclassification criteria will move 1 performance level on the English Learner Proficiency Assessments for California (ELPAC).

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

## Strategy/Activity 1

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

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

Students identified as English learners

### Strategy/Activity

State assessment testing coordinator

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,300.00

Source(s)

LCFF Supplemental/Concentration  
5000-5999: Services And Other Operating  
Expenditures  
Contracted Services

## Strategy/Activity 2

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

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

Students identified as English learners

Strategy/Activity

Family support - community liaison interpretation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

No cost

## Strategy/Activity 3

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

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

Students identified as English learners

Strategy/Activity

Use technological resources to support the learning of students via multiple modalities (i.e., printers, copiers and needed components) to enhance achievement for students identified as English learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,125.00

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Technology Rentals and Leases

930.00

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Technology Equipment Maintenance

335.00

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Technology Equipment Overages

#### **Strategy/Activity 4**

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

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

Students identified as English learners

##### **Strategy/Activity**

Teachers will provide after school interventions to students identified as English learners to improve the oral and written language.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Extended Duty

494.00

Title I  
3000-3999: Benefits  
Extended Duty Benefits

#### **Strategy/Activity 5**

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

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

Students identified as English learners

##### **Strategy/Activity**

Implement digital instructional program (i.e., RazKids, Imagine Language & Literacy, and Accelerated Reader) to support students development in grade-level academic English and content via differentiated blended learning platforms.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4,792.00

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
License Agreement - Renaissance Learning  
(AR)

2,186.22	Title I 5000-5999: Services And Other Operating Expenditures License Agreement - Learning A-Z
0.00	None Specified None Specified Licenses - Imagine Language and Literacy (No Cost to site - DO Funded)

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

There has been an intentional effort of school staff to support students identified as English learners in their English language acquisition. To deepen student learning of English as well as growth as measured by the ELPAC and CAASPP teachers have worked to develop their practice in using ELPAC data to inform both their instructional strategies and lessons during integrated and designated ELD. Although we have seen a significant growth in the number of students reclassifying to fluent English proficient, there is still a need to support students identified as English learner meet or exceed grade level standard as measured by CAASPP.

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

There are no difference between intended implementation and budgeted expenditures.

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.

One of the main changes from last year to this year is that there will be supplemental interventions being provided to students identified as English learners during the after school space. Given that approximately 1/3 of total San Antonio students are in this classification, the team sees the need to provide targeted supplemental time where they may intentionally work with students to meet grade-level standards.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

## Goal 3

By June 2021 there will be a positive 10% increase in the areas "Knowledge and Fairness of Discipline, Rules and Norms" as well as student "Sense of Safety" as measured by the Panorama student climate survey.

## Identified Need

The Panorama survey results indicate a need to support students and teachers in building a positive climate where everyone has a developed sense of belonging and a strong sense of safety.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey (142 responses)	<p>Knowledge and Fairness of Discipline, Rules and Norms (-6% change) (overall 73%)</p> <ul style="list-style-type: none"><li>Do students know how they are expected to act? (-10% change) (overall 61%)</li><li>Are rules in this school made clear to students (-2% change) (overall 73%)</li><li>Do students know what the rules are? (-8% change) (overall 79%)</li></ul> <p>Safety (-6% change) (overall 66%)</p> <ul style="list-style-type: none"><li>Do other kids hit or push you at school when they are not just playing around? (-7% change) (overall 57%)</li><li>Do other kids at school spread mean rumors or lies about you? (-4% change) (overall 55%)</li></ul>	<p>A positive 10% increase in the areas Knowledge and Fairness of Discipline, Rules and Norms as well as student sense of safety by June 2021.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>Do other kids at this school ever tease you about what your body looks like? (-8% change) (overall 65%)</li> <li>Do other kids steal or damage your things, like your clothing or your books? (-4% change) (overall 79%)</li> <li>How safe do you feel when you are at school? (-3% change) (overall +76%)</li> </ul> <p>Sense of Belonging: School Connectedness (+2% change) (overall 77%)</p> <ul style="list-style-type: none"> <li>Do you feel close to people at school? (-5% change) (55% overall)</li> </ul>	

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

School will support the implementation of enrichment activities to support applied and experiential learning.

- Academic field trips
- College Tours
- Spelling Bee
- STEAM Showcase
- EPIC Builds
- Science Camp

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Fees Admission
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trips Transportation
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trips & Science Camp

## 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

All San Antonio students will have an opportunity to participate in Little Heroes before, during and after school to enhance fitness, collaboration and leadership skills.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000.00	Title I 5000-5999: Services And Other Operating Expenditures Contracted Services - Little Heroes
7,500.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Contracted Services - Little Heroes

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

A focus on character education will continue to take great importance in our school environment and rewards will be provided to students demonstrating high character values and positive actions (i.e., PeaceBuilders program, adequate access to books regarding character building). Students

will be rewarded for their academic achievement via Student of the Week, Soaring to Success positive reinforcement recognitions.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and Supplies

#### **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

Develop and maintain a suitable grass field to support physical and outdoor education to foster healthy minds and bodies.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Field materials

1,000.00

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Field services and expenditures

#### **Strategy/Activity 5**

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

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

All Students

Strategy/Activity

All classrooms, health aid office and support staff will have the necessary medical supplies and safety equipment to ensure all students are safely tended to.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and Supplies

## Strategy/Activity 6

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

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

All students

Strategy/Activity

School staff and students will grow and strengthen restorative justice approach and practices as well as develop and implement the use of designated calming areas on campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

No cost - paid by District Office

## Strategy/Activity 7

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

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

All students

Strategy/Activity

Implement supports and initiatives that will serve to support the social and emotional needs of students through individual and group counseling services with Alum Rock Counseling Center's PEI program.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

No cost - paid by District Office

# Annual Review

SPSA Year Reviewed: 2019-20

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.

Being new to the school site this year as principal, it has been a year of learning to reflect on the state of school culture and the notion of safety students feel at the school site. Given this learning, the community has provided input on areas they have felt are opportunities for growth. With the change in school staff we found the need to refine site expectations to ensure we are united in our care and support of students across all grade levels.

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

There is no difference between the intended implementation and the budgeted expenditures.

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.

We have made the intentional decision to build up our Monday morning rallies where we recognize our students of the week for key character traits that are derived from PeaceBuilders. Additionally, we have brought on board a counselor intern from a local university to assist us in meeting the socio-emotional needs of our students. Given the student climate survey, we aim to ensure that there is a positive increase across all core areas measured by 5% during the spring survey administration. We are currently at 70% across all areas measured.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

## Goal 4

Engage stakeholders to strengthen our school culture and academic program to ensure that student climate markers of "Sense of Belonging (School Connectedness)" and "Safety" maintain a favorable marking of no less than 95%.

## Identified Need

With a transition of site leadership, there is a need to engage stakeholders to clarify school mission and vision and align instructional programs to the school vision. Furthermore, developing and maintaining systems of communication, while fostering and deepening school culture and spirit.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Parent Survey (55 responses)	Knowledge and Fairness of Discipline, Rules and Norms - 98%  Sense of Belonging (School Connectedness) - 98%  Safety - 92%  Climate of Support for Academic Learning - 97%  After School Programs - 100%	No less than 95% in all measured indicators
Panorama Teacher Survey	Knowledge and Fairness of Discipline, Rules and Norms - 94%  Sense of Belonging (School Connectedness) - 97%  Safety - 90%  Climate of Support for Academic Learning - 98%	No less than 95% in all measured indicators

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

School will send weekly digital communication to parents to inform parents of school and district information via Smore online platform to build and send online newsletters.

#### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

150.00

##### Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Smore License

### 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

Parents will be honored and recognized for the time that they contribute supporting the school (volunteering 30 hours or more).

#### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

200.00

##### Source(s)

Title I  
4000-4999: Books And Supplies  
Recognition materials and supplies

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity



School will support parent engagement in school activities including, but not limited to: Back to School Night, Open House, Winter Performances, Academic Nights, Los Dichos, Parent Conferences, and San Antonio Community monthly lunches.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

100.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and Supplies

#### **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

Monthly attendance recognition for positive reinforcement.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Recognition Materials and Supplies

#### **Strategy/Activity 5**

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

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

All Stakeholders

Strategy/Activity

Provide opportunities for stakeholders to engage in conferences that advance the goals and mission of the school (i.e., parent workshops, educational conferences for staff).

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000.00

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Based on the 2019 parent and teacher climate survey we see that there has been a positive impact of the strategies/activities implemented. Parent overwhelmingly illustrate a sense of belonging within an environment that is safe and caring. Teachers on the other hand have a relatively lower sense of belonging and there seems to be a need to do some more intentional work supporting the climate of teachers at the school site.

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

There are no major difference between the intended implementation and the budgeted expenditures.

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.

The changes that are being made are to improve the overall state of climate for parents and teachers as measured by the climate survey in 2020.

# 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	\$81,352.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,227.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$79,477.00

Subtotal of additional federal funds included for this school: \$79,477.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental/Concentration	\$14,750.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$14,750.00

Total of federal, state, and/or local funds for this school: \$94,227.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Ivan Montes	Principal
Dorothy Singleton	Classroom Teacher
Ruth Su	Classroom Teacher
Leticia Corona	Other School Staff
Ariana Diaz	Parent or Community Member
Vacant	Parent or Community Member
Teresa Maciel	Parent or Community Member
Elizabeth Cristina Murillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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.	

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 May 22, 2020.

Attested:

Principal, Dr. Ivan Montes on May 22, 2020
SSC Chairperson, Elizabeth Cristina Murillo on May 22, 2020