School Year: **2020-21**

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
Learning in an Urban Community with High Achieveme	43693690107748	May 18, 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)

X 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. This plan will also explicitly outline the steps that LUCHA will take to meet its desired outcomes.

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).

Surveys provide information from key stakeholders to improve upon school practices.

Teachers are surveyed in December to provide input on instructional support and school culture. Additionally, each grade level is represented on our Instructional Leadership Team and this group meets regularly to discuss instructional priorities and provide feedback on implementation.

LUCHA also administers the ARUSD coordinated Panorama survey to students, parents, and staff:

2020 Student Climate Survey Results (119 responses)
Knowledge and Fairness of Discipline, Rules and Norms: 74% favorable
Climate of Support for Academic Learning: 73% favorable
Sense of Belonging (School Connectedness): 73% favorable
Safety: 59% favorable

2020 Parent Survey Results (235 responses)
After School Programs: 97% favorable
Sense of Belonging (School Connectedness): 98% favorable
Climate of Support for Academic Learning: 98% favorable
Knowledge and Fairness of Discipline, Rules and Norms: 95% favorable
Safety: 92% favorable

2020 Staff Survey (15 responses)
Knowledge and Fairness of Discipline, Rules and Norms: 86% favorable
Climate of Support for Academic Learning: 96% favorable
Safety: 85% favorable
Sense of Belonging (School Connectedness): 88% favorable

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/biweekly classroom observations focused on classroom instruction in all classrooms. Feedback is provided to teachers with reflective questions and next steps. During the 2019-2020 school year, emphasis was placed on guided reading instruction. Consistent areas of focus include ways to integrate technology, support for English Language Learners in all core subject areas; instructional differentiation and small group supports; and classroom environment that is conducive to all learners and learning styles.

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)

At LUCHA we depend on assessments to identify where instruction needs to be modified in order to maximize student achievement. Teachers routinely have opportunities to analyze the results of short cycle ELA assessments and math chapter tests. Grade-level teams meet regularly through the year to analyze data and to develop action plans for improving instruction in order to improve future results.

Some of the ongoing state and local assessments used at LUCHA to modify instruction and improve student achievement are the following:
- iReady Benchmark assessments
- Benchmark Advance Level Screener
- Math Performance Tasks (including the interim SBAC assessments in 3rd-5th grade)
- ELPAC

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

LUCHA has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers though Illuminate. This allows teachers to access their students' performance data so that they can compare it to school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teaching staff at LUCHA have met the requirements for highly qualified staff.

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

All LUCHA teachers have access to a great deal of professional development opportunities. This includes professional development on the effective integration of technology, computer science, supporting English Language learners, and other trainings.

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

The Instructional Leadership team at LUCHA has worked to identify a problem of practice and create a Theory of Change that captures the student goals of the school and then identifies the key instructional practices that need to be in place to meet these goals. The Instructional Leadership team meets monthly to to monitor the school's success in implementing the theory of change and continues to modify the professional learning plan to adjust for the site's needs. The ILT determines areas of support that teachers will need to effectively achieve these goals and implement the school's instructional focus.

L.U.C.H.A. Elementary School has ensured the alignment of staff development to academic standards through the following practices:

- Teachers participate in summer planning sessions during which they receive a stipend and develop units and curriculum maps based upon the Common Core State Standards.
- Newly credentialed teachers will participate in BTSA that includes activities that focus on the use of standards-based reading materials.
- All teachers will participate in school and district-sponsored grade-level meetings that focus on standards-based adopted instructional programs.
- Teachers will help create assessments and rubrics based upon the standards in order to evaluate themselves as professionals.

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

The LUCHA staff receives a large amount of coaching from the principal and peer coaching, which has been a critical factor in the school's success and students' academic achievement. The principal of LUCHA ensures that each teacher is formally and informally observed and receives positive and constructive feedback. In addition, the principal meets with staff members in one to one setting on a regular basis to check in on their individual professional development.

Additionally, new teachers meet with their assigned mentor on a weekly basis.

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

Teachers collaborate regularly. Every Thursday is a minimum day and provides teachers with time set aside for grade level collaboration meetings. In addition to the Thursday meetings, teachers are released from their teaching duties once a month for grade level planning time. These meetings are focused on our intervention program. Teachers analyze the data of our struggling students and plan guided reading lessons to best support their needs.

Teaching and Learning

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

LUCHA has aligned curriculum instruction and materials to content and performance standards through the following practices:

- All textbooks and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are closely tied to content standard instruction

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

LUCHA adheres to all expectations regarding the recommended instructional minutes for reading/language arts and mathematics. This ensures that each student receives at least 2.5 hours of language arts and a supplementary period of at least 60 additional minutes. Similarly, all LUCHA students receive at least 1 hour of mathematics instruction and 30 minutes of supplementary intervention as well. This is further ensured through the application of our WIN (What I need) model where students who are identified as needing extra support stay after school for an additional hour of instruction.

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

LUCHA teachers create local pacing guides (scope and sequence), which are based off of district curriculum maps and are reviewed annually and modified when necessary. Teachers differentiate during core instructional time and run specific intervention activities to supported targeted students. In addition, LUCHA has created WIN (What I need) time where students who are identified as needing extra support stay after school for an additional hour of instruction.

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

L.U.C.H.A. Elementary School ensures the availability of standards-based instructional material for all students through the following practices:
- Instructional materials are state-adopted and aligned with the standards.
- Project-based learning units are based on the Science and Social Studies standards and integrate math and ELA Common Core state standards.
- The school has academic materials from the state-adopted list (K–8) that is aligned with the academic content standards.
- Teachers regularly examine student work samples at grade-level meetings to ensure that students are mastering grade-level standards.
- Teacher lesson plans make explicit reference to the standards being taught.
- Parents are given abbreviated versions of their children's grade-level standards and expectations each year.
- Consumables are provided to implement standards-based instructional programs.
- Staff development is provided in effective research-based practices.
- Staff development is provided in the use of standards-aligned materials.
- Standards-based assessments are being utilized at the school site.
- Student work samples are used to assess mastery of the academic content standards.

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

Benchmark Advance English/Language Arts Reading and and Envision Math are the core curricular materials used at LUCHA School. Every student has access to these curricula on a daily basis. Teachers have been trained in these programs and receive support from the district. Most curricular material used during intervention is pulled from Benchmark Advanced ELA /Envision Math. Any supplemental material that is used is carefully chosen to meet state grade-level standards.

Opportunity and Equal Educational Access

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

L.U.C.H.A. Elementary School provides the following regular services to enable under-performing students to meet standards.
- Teachers identify at-risk or low-performing students and provide in-class and after school interventions.
- Interventions occur across all grade levels, both during the regular school day and the extended day hour.
- LUCHA invests in the implementation of the YMCA after-school program, which includes at least one hour of homework time, and lessons based on the state standards.
- Training for teachers in differentiated instruction practices in the areas of reading and math.
- Teachers will attend curriculum workshops provided by the District Office.

Evidence-based educational practices to raise student achievement

L.U.C.H.A. School uses a wide variety of research-based educational practices to raise student achievement.
- Teachers make their lesson objectives clear by stating them and writing them on the board.
- Teachers monitor progress and provide positive corrective feedback.
- Teachers use non-linguistic representation such as graphic organizers and generating mental pictures.
- Teachers use focused practice such as homework.
- Teachers regularly have students identify similarities and differences.
- Teacher collaboration of student data is used regularly and systematically to improve instruction.
- Teachers regularly differentiate instruction to meet students' needs.
- Teachers collaborate with principal during scheduled one-on-one meetings to monitor student progress and achievement.

Parental Engagement

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

L.U.C.H.A. Elementary School uses the following resources to assist low performing students:
- A Student Success Team (SST) to address the academic and behavioral needs of students.
- Weekly Newsletters – the LUCHA Ledger – keep parents updated about resources and opportunities available to them through the school and outside community
- Community agencies provide counseling and family support to students and parents.
- Monthly community meetings provide information to parents and students on how to support their child's academic success.
- Monthly Coffee with Principal Meetings allow parents to ask questions or share concerns with the site administrator in an informal setting
- Monthly ELAC meetings provide parents of English Learners with information about how to support their children in developing their English language skills
- Effective implementation of the extended day at L.U.C.H.A. Elementary School has focused on the needs of at-risk students, however all students participate in the extended day program and teachers will challenge students with different needs.
- YMCA assists students with homework and enrichment activities.
- Literacy Tutoring program supports our Tier 3 students with one to one tutoring sessions with Santa Clara University volunteers

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)

The School Site Council, the English Learner Advisory Council, and the Instructional Leadership Team are involved in all major decisions at LUCHA Elementary school regarding budgets and programs.

Funding

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

LUCHA provides the following categorical funded services to enable under-performing students to meet standards:
- An MOU with the teacher's union was created to extend the TK and Kindergarten day. As part of this MOU, the school must pay for a two hour para professional in each TK Kinder classroom
- WIN (What I need) time where students receive an extra hour of instruction for targeted intervention (teachers are paid extended duty to teach WIN time)
- The Little Heroes program provides after school tutoring and mentoring to support students

Fiscal support (EPC)

L.U.C.H.A. School relies on several funding sources: categorical, unrestricted, and donations. Categorical funding comes from Title I and Title III. Unrestricted funding comes from lottery and regular education. Donations come from funds raised through the PLG (Parent Leader Group), local business, and parents. LCAP funds are also used to enhance and improve programs at our school.

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 an important part of the process. Information was collected via surveys, staff meetings, parent coffees, school site council and ELAC meetings.

Resource Inequities

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

Our data indicate that students are in need of more intervention and support. Though we offer after school intervention two times a week after school, in school support would also help in this area. In addition to reading interventions, our students could also benefit from math interventions.

Mental health needs are also increasing and more counseling services are needed to address the needs of our community.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.31%	0.35%	0.74%	4	1	2
Asian	4.92%	3.89%	3.35%	15	11	9
Filipino	1.31%	1.06%	1.86%	4	3	5
Hispanic/Latino	89.84%	91.87%	92.19%	274	260	248
Pacific Islander	0.66%	0.71%	0.37%	2	2	1
White	0.66%	1.06%	1.12%	2	3	3
Multiple/No Response	%	%	0.37%			0
			Total Enrollment	305	283	269

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	59	54	50
Grade 1	48	48	46
Grade 2	48	47	47
Grade3	48	45	50
Grade 4	52	48	41
Grade 5	50	41	35
Total Enrollment	305	283	269

Conclusions based on this data:

1. The hispanic/latino has consistently been our largest subgroup with over 90% of our student population in 2018-2019.

2. Our 5th grade enrollment is decreasing as some students matriculate to middle schools that begin in 5th grade.

3. TK/T4 students are not included in these enrollment numbers.

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	147	130	109	48.2%	45.9%	40.5%
Fluent English Proficient (FEP)	80	81	93	26.2%	28.6%	34.6%
Reclassified Fluent English Proficient (RFEP)	46	33	39	30.7%	22.4%	30.0%

Conclusions based on this data:

1. The percentage of English Learners enrolled at LUCHA has decreased over time.

2. In turn, the percent of fluent English Proficient students has increased over time.

3. As the expectations for reclassification became more stringent in 2018-2019, the number of students reclassified decreased from 2017-2018 (46) to 2018-2019 (33).

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	48	47	44	48	47	44	48	47	44	100	100	100
Grade 4	57	50	43	54	50	43	54	50	43	94.7	100	100
Grade 5	39	49	40	39	49	40	39	49	40	100	100	100
All Grades	144	146	127	141	146	127	141	146	127	97.9	100	100

* 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	2410.	2412.	2395.	16.67	14.89	9.09	27.08	27.66	22.73	27.08	31.91	34.09	29.17	25.53	34.09
Grade 4	2430.	2450.	2441.	14.81	22.00	13.95	16.67	22.00	32.56	22.22	16.00	18.60	46.30	40.00	34.88
Grade 5	2476.	2458.	2485.	12.82	10.20	15.00	33.33	16.33	27.50	12.82	28.57	27.50	41.03	44.90	30.00
All Grades	N/A	N/A	N/A	14.89	15.75	12.60	24.82	21.92	27.56	21.28	25.34	26.77	39.01	36.99	33.07

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	12.50	17.02	4.55	39.58	46.81	61.36	47.92	36.17	34.09
Grade 4	12.96	22.00	18.60	53.70	40.00	48.84	33.33	38.00	32.56
Grade 5	12.82	10.20	22.50	51.28	42.86	32.50	35.90	46.94	45.00
All Grades	12.77	16.44	14.96	48.23	43.15	48.03	39.01	40.41	37.01

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	25.00	21.28	9.09	43.75	53.19	50.00	31.25	25.53	40.91
Grade 4	14.81	16.00	11.63	50.00	48.00	51.16	35.19	36.00	37.21
Grade 5	28.21	22.45	15.00	38.46	46.94	70.00	33.33	30.61	15.00
All Grades	21.99	19.86	11.81	44.68	49.32	56.69	33.33	30.82	31.50

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	6.25	2.13	15.91	77.08	68.09	77.27	16.67	29.79	6.82
Grade 4	9.26	16.00	9.30	51.85	62.00	69.77	38.89	22.00	20.93
Grade 5	10.26	4.08	15.00	61.54	65.31	70.00	28.21	30.61	15.00
All Grades	8.51	7.53	13.39	63.12	65.07	72.44	28.37	27.40	14.17

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	25.00	17.02	6.82	58.33	63.83	63.64	16.67	19.15	29.55
Grade 4	16.67	26.00	13.95	42.59	42.00	53.49	40.74	32.00	32.56
Grade 5	28.21	8.16	20.00	30.77	46.94	50.00	41.03	44.90	30.00
All Grades	22.70	17.12	13.39	44.68	50.68	55.91	32.62	32.19	30.71

Conclusions based on this data:

1. Overall listening scores went up - this increase was significant in 3rd and 5th grade in 2018-2019.

2. Writing is the domain where scores are lowest. More attention should be paid to helping students produce above level writing.

3. Reading and Research/Inquiry are the areas that need the most focus. Percentage of students above standard has decreased while percentage below standard has increased. Looking at cohort data, scores have progressively dropped.

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	48	47	44	48	47	44	48	47	44	100	100	100
Grade 4	57	50	43	57	50	43	57	50	43	100	100	100
Grade 5	39	49	40	39	49	40	39	49	40	100	100	100
All Grades	144	146	127	144	146	127	144	146	127	100	100	100

* 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	2437.	2431.	2427.	29.17	17.02	13.64	18.75	29.79	38.64	27.08	27.66	20.45	25.00	25.53	27.27
Grade 4	2455.	2460.	2464.	14.04	12.00	13.95	17.54	32.00	32.56	42.11	22.00	30.23	26.32	34.00	23.26
Grade 5	2452.	2472.	2494.	7.69	12.24	25.00	10.26	8.16	10.00	23.08	40.82	32.50	58.97	38.78	32.50
All Grades	N/A	N/A	N/A	17.36	13.70	17.32	15.97	23.29	27.56	31.94	30.14	27.56	34.72	32.88	27.56

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	33.33	25.53	34.09	35.42	46.81	34.09	31.25	27.66	31.82
Grade 4	17.54	26.00	30.23	38.60	28.00	23.26	43.86	46.00	46.51
Grade 5	12.82	14.29	22.50	15.38	36.73	37.50	71.79	48.98	40.00
All Grades	21.53	21.92	29.13	31.25	36.99	31.50	47.22	41.10	39.37

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	27.08	27.66	22.73	43.75	44.68	47.73	29.17	27.66	29.55
Grade 4	14.04	16.00	9.30	43.86	50.00	58.14	42.11	34.00	32.56
Grade 5	7.69	10.20	22.50	43.59	44.90	35.00	48.72	44.90	42.50
All Grades	16.67	17.81	18.11	43.75	46.58	47.24	39.58	35.62	34.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.42	31.91	18.18	43.75	46.81	54.55	20.83	21.28	27.27
Grade 4	17.54	20.00	13.95	38.60	52.00	60.47	43.86	28.00	25.58
Grade 5	7.69	14.29	17.50	30.77	28.57	47.50	61.54	57.14	35.00
All Grades	20.83	21.92	16.54	38.19	42.47	54.33	40.97	35.62	29.13

Conclusions based on this data:

1. Overall Math scores showed significant growth in 2018-2019.

2. The concepts and procedures domain is the strongest area for our students.

3. Tracking mean scale scores in cohorts has shown growth from year to year.

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	1435.9	1407.9	1442.5	1415.1	1420.3	1390.9	46	39
Grade 1	1474.8	1427.0	1454.7	1442.9	1494.5	1410.5	25	16
Grade 2	1483.9	1475.8	1482.8	1473.7	1484.6	1477.1	14	13
Grade 3	1493.3	1492.8	1500.8	1492.5	1485.1	1492.6	15	11
Grade 4	1499.9	1512.7	1499.9	1514.1	1499.3	1510.6	14	14
Grade 5	1514.6	*	1514.5	*	1514.3	*	13	9
All Grades							127	102

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	41.30	2.56	23.91	25.64	28.26	64.10	*	7.69	46	39
1	52.00	0.00	*	18.75	*	56.25		25.00	25	16
2	*	0.00	*	61.54	*	38.46		0.00	14	13
3		9.09	*	27.27	*	63.64	*	0.00	15	11
4	*	14.29	*	50.00	*	28.57	*	7.14	14	14
5	*	*	*	*	*	*	*	*	13	*
All Grades	32.28	4.90	41.73	34.31	20.47	51.96	*	8.82	127	102

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	41.30	2.56	36.96	33.33	*	53.85	*	10.26	46	39
1	44.00	0.00	*	43.75	*	43.75	*	12.50	25	16
2	*	15.38	*	61.54		23.08		0.00	14	13
3	*	27.27	*	45.45	*	27.27		0.00	15	11
4	*	50.00	*	42.86	*	7.14	*	0.00	14	14
5	*	*	*	*	*	*		*	13	*
All Grades	44.88	14.71	36.22	44.12	14.17	34.31	*	6.86	127	102

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	41.30	5.13	*	20.51	30.43	61.54	*	12.82	46	39
1	64.00	0.00	*	6.25	*	31.25	*	62.50	25	16
2	*	0.00	*	61.54	*	30.77	*	7.69	14	13
3		0.00	*	27.27	*	63.64	*	9.09	15	11
4		14.29	*	21.43	*	42.86	*	21.43	14	14
5	*	*	*	*	*	*	*	*	13	*
All Grades	32.28	3.92	22.83	22.55	25.98	51.96	18.90	21.57	127	102

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	65.22	0.00	30.43	92.31	*	7.69	46	39
1	64.00	18.75	*	75.00		6.25	25	16
2	*	15.38	*	84.62		0.00	14	13
3	*	18.18	*	72.73		9.09	15	11
4	*	28.57	*	71.43		0.00	14	14
5	*	*	84.62	*	*	*	13	*
All Grades	52.76	10.78	44.88	83.33	*	5.88	127	102

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	32.61	5.13	52.17	82.05	*	12.82	46	39
1	*	6.25	44.00	68.75	*	25.00	25	16
2	*	15.38	*	84.62		0.00	14	13
3	*	36.36	*	63.64		0.00	15	11
4	*	64.29	*	35.71	*	0.00	14	14
5	*	*	*	*		*	13	*
All Grades	46.46	23.53	43.31	66.67	10.24	9.80	127	102

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	34.78	2.56	50.00	89.74	*	7.69	46	39
1	76.00	6.25	*	25.00	*	68.75	25	16
2	*	7.69	*	61.54	*	30.77	14	13
3		0.00	*	54.55	*	45.45	15	11
4		14.29	*	35.71	*	50.00	14	14
5		*	*	*	*	*	13	*
All Grades	33.86	4.90	43.31	63.73	22.83	31.37	127	102

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	43.48	25.64	41.30	51.28	*	23.08	46	39
1	44.00	0.00	56.00	68.75		31.25	25	16
2	*	0.00	85.71	92.31		7.69	14	13
3		9.09	86.67	81.82	*	0.00	15	10
4	*	7.14	*	71.43	*	21.43	14	14
5	*	*	*	*	*	*	13	*
All Grades	33.07	13.73	58.27	65.69	8.66	19.61	127	101

Conclusions based on this data:

1. The number of students being tested decreased by 25 students from 2017-2018 to 2018-2019.

2. There was a significant decrease in performance levels from 2017-2018 to 2018-2019 (due to changes in criteria)

3. In 2018-2019, the reading domain has the highest percentage of students in beginning level (31.37%) and the lowest percentage in well-developed (4.90%)

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**
283	**81.6**	**45.9**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	130	45.9
Homeless	4	1.4
Socioeconomically Disadvantaged	231	81.6
Students with Disabilities	24	8.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.4
Asian	11	3.9
Filipino	3	1.1
Hispanic	260	91.9
Two or More Races	3	1.1
Pacific Islander	2	0.7
White	3	1.1

Conclusions based on this data:

1. The largest racial student subgroup is Hispanic (89.8%).

2. Nearly half of our school is comprised of English Learners (48.2%).

3. A significant portion of our population identify as socioeconomically disadvantaged (81.3%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. According to ELA and Math CAASPP student performance data, LUCHA students performed in the middle performance level band.

2. According to Suspension Rate data, LUCHA was ranked in the highest performance level band.

3. According to Chronic Absenteeism data, LUCHA was ranked in the second highest performance level band.
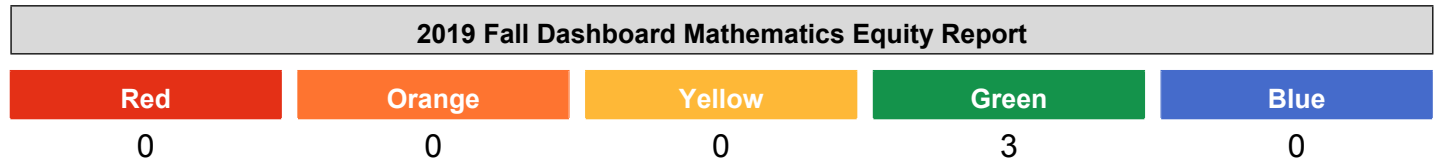
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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
Orange	Yellow	No Performance Color
27.2 points below standard	33.2 points below standard	0 Students
Maintained -0.3 points	Increased ++7.2 points	
125	90	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	32 points below standard	111.4 points below standard
3	Increased ++6 points	15
	103	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
30.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.1 points	1	2	1
114			

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		
Current English Learner	**Reclassified English Learners**	**English Only**
113.2 points below standard	6.9 points above standard	9.4 points below standard
Maintained ++0.3 points	Increased ++13.4 points	Declined -11.6 points
30	60	31

Conclusions based on this data:

1. Though academic performance in language arts showed an increase of 4.1 points, LUCHA students are still 26.9 points below standard

2. LUCHA's Hispanic subgroup maintained their data from the year prior, but are still performing 29.8 points below standard

3. English Learners and reclassified English Learners both declined in their English Language Arts achievement while English Only students increased in achievement.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

All Students	English Learners	Foster Youth
Green	Green	
18.5 points below standard	22.5 points below standard	
Increased ++8.9 points	Increased Significantly ++18 points	
125	90	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	23.6 points below standard	67.8 points below standard
3	Increased ++14.2 points	15
	103	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	
1		6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
24 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.1 points			
114	1	2	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		
Current English Learner	**Reclassified English Learners**	**English Only**
86.7 points below standard	9.6 points above standard	2.6 points below standard
Increased ++4.4 points	Increased Significantly ++26.7 points	Maintained ++0.1 points
30	60	31

Conclusions based on this data:

1. Though academic performance in language arts showed an increase of 3.9 points, LUCHA students are still 27.4 points below standard

2. LUCHA's Hispanic subgroup maintained their data from the year prior, but are still performing 32.2 points below standard

3. English Learners and reclassified English Learners both declined in their Math achievement while English Only students increased in 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

English Learner Progress
No Performance Color
34.9 making progress towards English language proficiency
Number of EL Students: 63
Performance Level: VeryLow
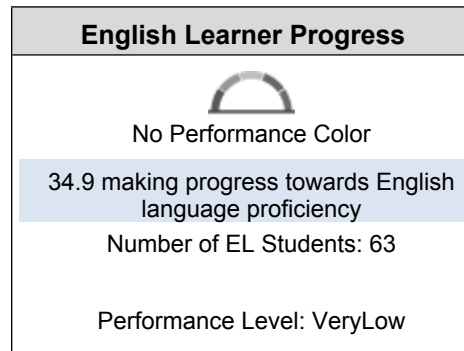
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
28.5	36.5		34.9

Conclusions based on this data:

1. 74% of the students who took the ELPAC earned a score that demonstrated that they were moderately to well developed with their English language skills.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
11.9	15.6	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +5.9	Increased +9.2	
303	141	0

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.3	9.1
	Increased Significantly +6.8	Increased +1.1
7	248	33

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1	Less than 11 Students - Data Not Displayed for Privacy
1	0	Increased +2.8	3
		11	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
12.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +6.2	3	2	3
280			

Conclusions based on this data:

1. Based on 2018 Chronic Absenteeism data, all students saw a decrease and all students and subgroups are in the green band.

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
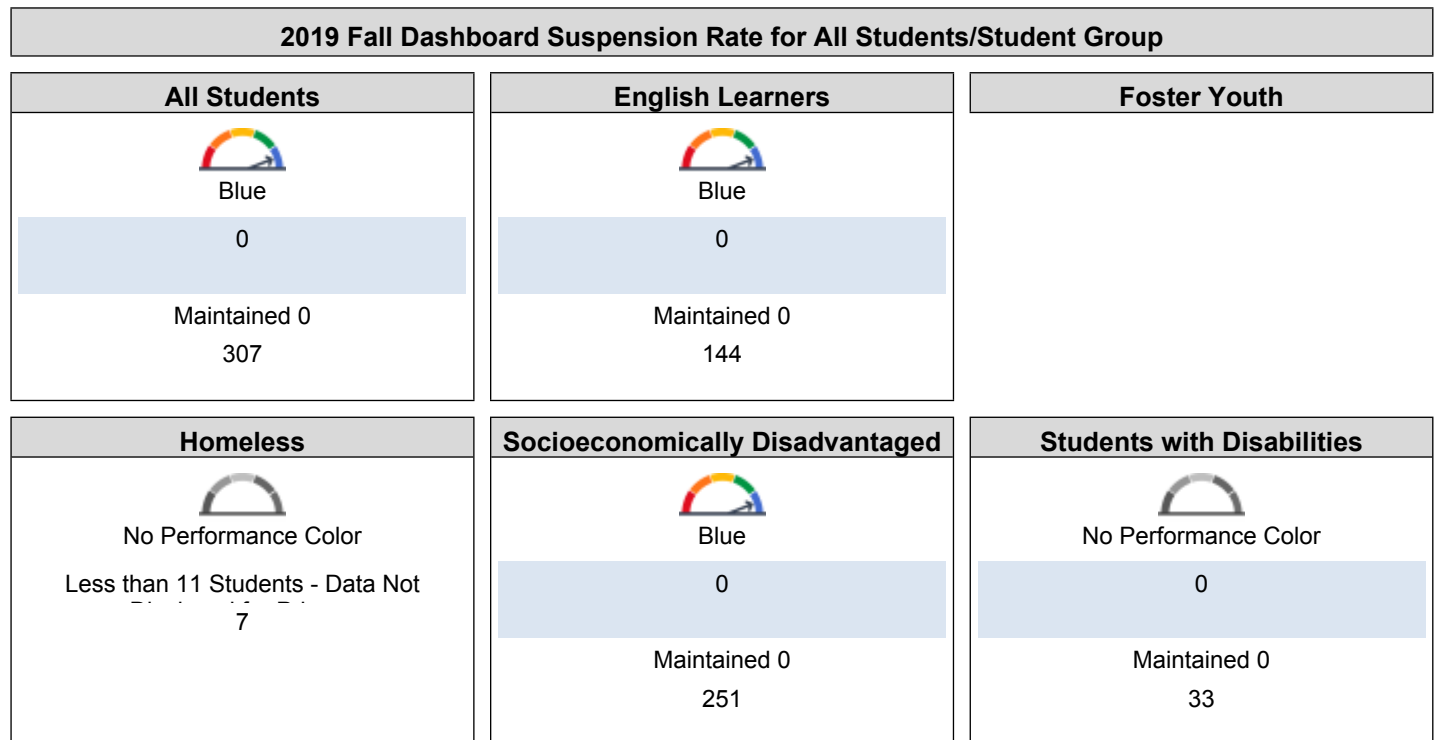
Conditions & Climate
Suspension Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	3
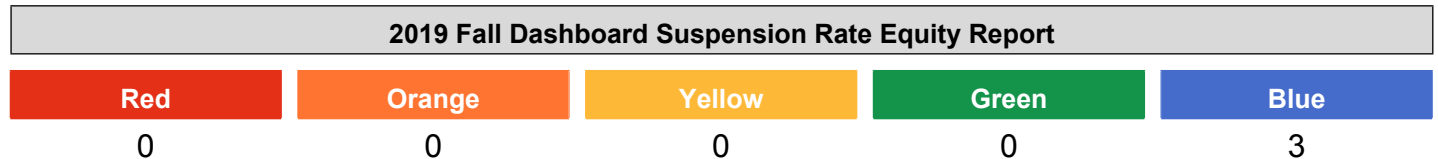
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	
0	0	
Maintained 0	Maintained 0	
307	144	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	0
7	Maintained 0	Maintained 0
	251	33

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1		No Performance Color 0 Maintained 0 11	No Performance Color Less than 11 Students - Data 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained 0 284	No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 2	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**
	0	0

Conclusions based on this data:

1. LUCHA did not have any suspensions during the past three years and therefore the dashboard performance is within the green band.

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

55% of students will meet or exceed standards on SBAC ELA & Math assessments in 3rd-5th grade and 65% of students in Kinder-2nd grade will meet or exceed grade level standards on iReady end of year assessment.

Identified Need

Based on the CAASPP and i-Ready data our leadership team identified a need to increase student's reading and math proficiency school wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 SBAC Data	41% 3rd-5th grade ELA SBAC in 2019 45% 3rd-5th grade Math SBAC in 2019	55% 3rd-5th grade ELA SBAC in 2021 55% 3rd-5th grade Math SBAC in 2021

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

Teachers will create scope and sequence for how to effectively implement CCSS standards through district-adopted core curriculum and supplemental materials

Scope & Sequence will specify how students will be assessed

Copy machines will provide teachers access to print materials needed to execute these plans

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)
5,440	Title I 5000-5999: Services And Other Operating Expenditures copy machines rentals, leases, maintainence

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted students will receive intervention (students reading below grade level)

Strategy/Activity

Extra hour of instruction – Mondays & Wednesdays for literacy intervention
- Teachers will implement guided reading groups and/or literacy circles to provide students with differentiated small group literacy instruction
- YMCA staff members will also work with students during this intervention hour to provide additional targeted tutoring to students determined to be "at-risk"

Extra hour of instruction on Fridays

- Enrichment – those students not in intervention will have access to other opportunities to extend their learning and implement 21st century skills of collaboration, communication, critical thinking, and creativity through outside contracts with organizations such as San Jose Area Writing Project or Audacity.

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)
7,806	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries extended duty pay for teachers
2,944	LCFF Supplemental/Concentration 3000-3999: Benefits benefits for extended duty

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

1:1 Tutoring by Santa Clara University Volunteers for Tier 3 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)	Source(s)
100	Title I 5800: Professional/Consulting Services And Operating Expenditures Fingerprinting

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

Effective integration of technology During grade level, ILT and PLC meetings teacher will reflect on effectiveness of using technology as an instructional strategy to assist students in accessing the core curriculum Students will be able to access curriculum through the use of iPads, computers, laptops, LCD projectors, and Promethean Boards. As needed, replace key components of classroom technology to utilize rich interactive resources in preparation for the transition to Smarter Balance Assessment System.

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)
845	Title I 5800: Professional/Consulting Services And Operating Expenditures Online subscription fees and contracts for Professional Development
1,600	LCFF Supplemental/Concentration 4000-4999: Books And Supplies for purchasing additional technology and online resources

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.

Last year, LUCHA implemented its new structure of reading intervention with after school support for our students identified as below standard in reading. We implemented three cycles of intervention and saw great results! Our percentage of students that were intensive on our Benchmark Level Screener decreased from 36% to 29%. Our hope is that this data will now show impact on our SBAC scores as students' reading improved reading skills will allow them to better access the SBAC test.

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

Last year we set aside money for grade level collaboration days, however substitute teachers were not available to cover this time. This year we will be covering this time internally.

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.

In order to more effectively focus our efforts, we are narrowing our strategies and activities this year to ensure that we are focused on the items that will most impact student learning. This year the hourly rate of pay for teachers for extended duty has increased so this will also impact the budget.

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

English Language learners will perform on the same level as the whole school (close the achievement gap).

Identified Need

When analyzing student performance data by subgroup, English Learners are not performing on par to their English Only peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 SBAC Data	41% of all 3rd-5th grade met or exceeded standards in ELA SBAC in 2019 4% of all 3rd-5th grade English Language Learners met or exceeded standards in Math SBAC in 2019 45% of all 3rd-5th grade met or exceeded standards in Math SBAC in 2019 14% of all 3rd-5th grade English Language Learners met or exceeded standards in Math SBAC in 2019	The goal is for there not to be any discrepancy in achievement between all students and the English Learner subgroup!

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)

English Language Learners

Strategy/Activity

English Language Development will be provided in a designated ELD block.

Implementation of Designated ELD includes:
Teachers providing 30 minutes of ELD instruction in K-5 for 30 minutes.
Teachers using Benchmark ELD curriculum
Teachers targeting foundational skills and reading ELD standards through guided reading lessons

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)
	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 with targeted support to English Learners

Strategy/Activity

Teachers will engage all students in integrated learning across subject areas through project-based learning.
Students will showcase their learning through bi-annual Exhibition Nights.

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)
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development and support for teachers
	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with particular emphasis on English Language Learners

Strategy/Activity

Kinder day will be extended to provide additional time for student learning.

We know that a strong foundation sets our students on the right track for academic success and providing our youngest LUCHA learners who are also

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)
25,897	Title I 2000-2999: Classified Personnel Salaries Para Professionals to support Extended Day TK/Kinder
7,371	Title I 3000-3999: Benefits Benefits for Para Professionals to support Extended Day TK/Kinder

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.

With a particular emphasis on guided reading instruction during the 2018-2019 school year, LUCHA teachers were able to truly target the needs of their students, especially their English Language Learners to ensure that foundational reading skills were being addressed. An extended school day in TK and Kinder has allowed teachers to better acclimate their students to school and build their exposure and knowledge of the English Language. TK and Kinder students were able to showcase their knowledge via our Epic Builds last year demonstrating their computer science knowledge along with the rest of the school

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

Last year, the district ended up covering a three hour para for all TK classes in the district. Though LUCHA did pay the extra two hours of TK para time in order to ensure coverage was provided for the full day, the cost was less then expected as we were unable to hire a full time para professional and therefore only paid the cost of a substitute.

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.

This year we are going back to our roots of project-based learning at LUCHA. For the past three years as we partnered with Code to the Future, our teachers conducted three Epic Builds where students showcased their coding projects. This year, we are taking the work we did with computer science instruction with Code to the Future and integrating it more deeply into our Science and Social Studies curriculum. These units will end with two student Exhibition Nights where students will showcase what they have learned to the greater LUCHA community.

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

LUCHA will create a positive school culture in which members feel part of an inclusive school community (measured by school culture survey with 80% positive response rate to all questions)

Identified Need

The Panorama survey results indicate a need to support students in three areas that fell below our 80% favorable response goal:
Climate of Support for Academic Learning: 73% favorable
Sense of Belonging (School Connectedness): 73% favorable
Safety: 59% favorable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Panorama Data	2020 Student Climate Survey Results (119 responses) Knowledge and Fairness of Discipline, Rules and Norms: 74% favorable Climate of Support for Academic Learning: 73% favorable Sense of Belonging (School Connectedness): 73% favorable Safety: 59% favorable 2020 Parent Survey Results (235 responses) After School Programs: 97% favorable Sense of Belonging (School Connectedness): 98% favorable Climate of Support for Academic Learning: 98% favorable Knowledge and Fairness of Discipline, Rules and Norms: 95% favorable	80% positive response rate to all questions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Safety: 92% favorable	

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

Teachers will conduct home visits with their students at the beginning of the year to establish strong home school connections.

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	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Stipend to pay teachers for extended time.

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

Focus on LUCHA's core values of RESPECT, RESPONSIBILITY, COMPASSION, and HARD WORK
Daily LUCHA Launch and monthly core value lessons and assemblies
At LUCHA, we start each morning as a community gathering to review our school values and celebrate our community. This is also a time to celebrate our students achievements as we recognize students who earned LUCHA coupons are achieved other accomplishments. The principal also conducts monthly core value lessons to teach each grade level a lesson around the month's core value focus. At the end of each month, we hold a Core Value Assembly to recognize our LUCHA leaders of the month who have best exemplified the core value of the month.

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

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

Staff members will explicitly teach social and emotional skills based on the CASEL framework through regular community circles.

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)
300	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Copy costs, paper, materials & 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

Little Heroes Program will be implemented with a full-time on-site Coach. • Coach will work with staff and students for safety and social development • Coach will integrate physical movement into academics • Coach will develop/supervise on-going activities for safe recesses • Coach will implement a recess leader (peer-coaching) program for students to self-monitor and help their peers solve problems.

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)

19,500	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Coach
8,000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Coach

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.

Our LUCHA teachers truly embraced the idea of supporting our LUCHA leaders' social and emotional development through the explicit instruction on the CASEL competencies. We dedicated one staff meeting a month to talking about these CASEL competencies and finding ways to integrate them into our instruction through read alouds, lessons, and community circle time. TK-1st grade teachers used the Kimochi curriculum to help provide students a framework to talk about their emotions and manage their feelings. The kotowazas (mixed feelings plushies) were also utilized in 2nd-5th during community circle time.

Little Heroes provided a great additional resource in supporting our school culture. Having been at our school for five years, Coach Jay provided invaluable support to strengthening ties within our community, empowering student leaders to serve as recess heroes, and checking in with students who needed additional support.

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

The identified expenditures this school year supported our strategies and activities for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we will have a new Little Heroes Coach so while the same services will be provided, it will take time for our new coach to build the same relationships that are previous coach had formed with students and the community.

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

100% of parents will complete 30 parent volunteer hours of which 10 will be dedicated to student's academic achievements

Identified Need

Though LUCHA has strong parent participation, we strive to ensure 100% of our families are finding ways to engage in a meaningful way within the LUCHA community in order to enhance the community and lead to greater academic achievements for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Tracking		100% of parents will meet their 30 hour volunteer time with ten of those hours being academic focused.

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

Parent participation hours will be recorded and parents will receive parent report cards three times throughout the course of the year to update them on their progress towards their 30 hour commitment.

Parents will be honored and recognized for the time that they contribute supporting the school.

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

Amount(s)   Source(s)

1,000	Title I 4000-4999: Books And Supplies resources for families, incentives, prizes

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

Project Cornerstone Los Dichos Reading Program
Volunteer opportunities in the classroom

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)
	Supported by our Parent Leader Group

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with specific focus on English Learners

Strategy/Activity

Monthly Principal's Coffee/ELAC

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)

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

Provide more meaningful opportunities for parents to be involved (with a particular emphasis on
supporting their child's academic progress)

Monthly Community Meetings with academic focus areas and hands-on workshops for parents
Parent Reading Workshops led by teachers will be provided once per month in class to give parents strategies they can use at home to support their child

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)

500

Title I
4000-4999: Books And Supplies
Materials and supplies for workshops

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

Parent Center will be created where parents can reach out to community liaison for support and assist in projects to support the school

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)

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

Strong communication with parents through weekly newsletters using Smore, updates via Parentlink and Seesaw, and regular posts on Social Media

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)

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.

Parent participation continues to be a strength of the LUCHA community. There were many opportunities for parents to be involved at LUCHA during the 2018-2019 school year. Celebrating the LUCHA community at the end of the year with our specific shirts creates a sense of community and pride in our parents.

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 was some confusion within the LUCHA community regarding the addition of academic hours (vs. just needing to do 30 hours). This was added to ensure an emphasis was placed on how to support our students' academic achievements. More communication will be provided to parents in order to ensure that there is an understanding regarding this change and explaining what specific activities count towards academic hours.

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.

This year, two new strategies have been added to this goal. The first is the addition of a parent center. Since we lost one classroom, we were able to move our RSP class to an empty classroom and the office in which they were located during the 2018-2019 school year has now been converted into a parent center. Our community liaison will manage this space and create a welcoming space for families to come and find ways to assist the school! Additionally, our teachers will be leading monthly parent literacy workshops to support the parents in learning strategies to support their child's reading growth.
Additionally, we have shifted our parent communication to a paperless format where we are sending our weekly newsletters via Smore and parents can access via e-mail or text.

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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)

Strategy/Activity

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)

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

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)
	None Specified None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

-

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)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

T

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)

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

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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)

Strategy/Activity

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)

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	$59,786.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$89,003.00

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	$62,653.00

Subtotal of additional federal funds included for this school: $62,653.00

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 ($)
LCFF Supplemental/Concentration	$26,350.00

Subtotal of state or local funds included for this school: $26,350.00

Total of federal, state, and/or local funds for this school: $89,003.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	62653	0.00
LCFF Supplemental/Concentration	26350	0.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristin Burt	Principal
Brittney Bylund	Classroom Teacher
Annette Elemen	Classroom Teacher
Chester Peterson	Classroom Teacher
Elizabeth Musquez	Other School Staff
Laveya Rivera	Parent or Community Member
Monica Montiel	Parent or Community Member
Mersaydiez Ruelas	Parent or Community Member
Claudia DeLaTorre	Parent or Community Member
Rosa Velasquez	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 18, 2020.

Attested:

Principal, Kristin Burt on 5/18/2020

SSC Chairperson, Merseydiez Ruelas on 5/18/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019