School Year: 2020-2021

School Plan for Student Achievement (SPSA) Ledesma Elementary

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rita Ledesma	43696256116081	5-28-20	November 12, 2020

Purpose and Description

Schoolwide Program

At Ledesma School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

Involvement Process for the SPSA and Annual Review and Update

Presentations to stakeholders included:

School Site Council
May 28,2020

English Learner Advisory Committee (ELAC)
May 28, 2020

Rita Ledesma Staff
May 28, 2020

The School Site Council approved the SPSA on May 28, 2020

Resource Inequities

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot,in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Ledesma include:

People: To support the before and after school safety patrol program at Ledesma, (Goal 5). Support lunchtime activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels. Support in people to run learning academies for targeted students not meeting their measurable goals. Staff to support certificated staff to run interventions, small targeted groups during daily instruction within the classroom, (Goal 2).

Funding: To support certificated staff to be released for weekly classroom observations both on site and off site schools that share similar demographics, (Goal 2).   Funding to enhance 21st century skills for students, (Goal 4). Support technology goal by providing students with 1:1 chromebook access, (Goal 4). Money to support students with internet needs at home, (Goal 4). Funding to support lunchtime programs for all students, (Goal 5).

Technology: To be able to offer every student an individual chromebooks. Support families with technology resources and internet access when off campus as well as with Distance Learning that may continue in 2020-2021 school year, (Goal 4)

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We will provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new NGSS and history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills. Homework Centers for students not meeting or exceeding standards may be provided. Teachers may attend professional development conferences that provide resources and school wide professional development practices that support all students with a focus on students not meeting or exceeding standards.

Distance Learning/Hybrid Needs: Teachers need more planning time to make sure standards are addressed and modified for a distance learning format.

Resource Inequities (summarized from above):
Designated small group learning spaces, funding to support certificated staff to be released regularly for classroom observations both on and off site , staff development in Project Based, constructivist/emergent curriculum development and implementation, to purchase/develop constructivist curriculum that is responsive to student interest and need, Time to support certificated staff for professional development, collaboration, and curriculum development.
In the case of Distance Learning or Hybrid Models - we need to maintain 1:1 chromebooks, professional development opportunities about blended and online teaching, trauma informed practices, time for planning, hard copies, books, manipulatives for all students, (individual kits for writer's workshop, pbl, math, etc.) Hot spots, support for parents facilitating work at home, support for students whose parents are essential workers, supporting parents with the use of the technology.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

SBAC Meet or Exceed Standard for All Students	**ELA** 2015: 61% 2016: 67% 2017: 61% 2018: 68% 2019: 67% 2020: **Test Not Administered due to School Closure/COVID19** **Math** 2015: 61% 2016: 64% 2017: 61% 2018: 64% 2019: 65% 2020: **Test Not Administered due to School Closure/COVID19**	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Overall Academic Performance Levels	**ELA** 2017: Green 2018: Green 2019: Green **Math** 2017: Green 2018: Green 2019: Green	Increase by one performance level (green to blue) on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.
iReady Reading and Math Diagnostic Results	**2018-19** Diagnostic 1 to 2 ELA 6% (from 13%) in red/Tier 3 30% (from 43%) in yellow/Tier 2 64% (from 44%) in green/Tier 1 Diagnostic 1 to 2 Math: 3% (from 10%) in red/Tier 3 39% (from 50%) in yellow/Tier 2 58% (from 40%) in green/Tier 1 Diagnostic 2 to 3 ELA: 6% (from 6%) in red/Tier 3 15% (from 31%) in yellow/Tier 2	Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1

	79% (from 63%) in green/Tier 1 Diagnostic 2 to 3 Math: 2% (from 3%) in red/Tier 3 19% (from 39%) in yellow/Tier 2 80% (from 58%) in green/Tier 1 **2019-20** Diagnostic 1 to 2 ELA 8 % (from 13%) in red/Tier 3 29% (from 40%) in yellow/Tier 2 63% (from 47%) in green/Tier 1 Diagnostic 1 to 2 Math: 4% (from 12%) in red/Tier 3 42% (from 56%) in yellow/Tier 2 54% (from 31%) in green/Tier 1 **2020-2021** Diagnostic 1 ELA 56%in Green/Tier 1 Diagnostic 1 Math: 43% in Green/Tier1	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #1

Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math. Professional Development release days to attend conferences. Staff teaching a combo class may be released to attend off site activities with specific grade level while other grade level stays at school with a substitute. ***During Distance Learning administrator and teachers have the opportunity to utilize Wednesdays to collaborate and participate in Professional Development.***

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$3,900	LCFF
$13,198	Low Performing Block Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #2

Purchase licenses for Reading A to Z and RAZ Kids as supplemental resources to support reading, comprehension and fluency and or other licences such as Sonday System Intervention that provide resources to support students in achieving standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$1,392	LCFF
$1,196	Low Performing Block Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #3

Instructional supplies, materials, print shop resources, items that teachers may need to support their individual students with the resources needed to attain a goal of at standard or above standard in ELA and Math. (**In Distance Learning:** Digital platform, student workbooks, and home-school connection workbooks will be purchased/provided).

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$14,816	LCFF

$2,000	**Low Performing Block Grant**

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #4

Provide small group instruction before or after school such as but not limited to home work center. In Distance Learning: Digital Platforms and Google Meet small group interventions after the school day is done.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	**LCFF**
$8,218	**Low Performing Block Grant**

Strategy/Activity #5

Teachers will receive additional planning and collaboration time to transfer lessons, standards, and curriculum to meet the needs in a distance learning/hybrid environment. The new schedule allows afternoons and Wednesdays for teachers to collaborate.

Students to be Served by this Strategy/Activity

All Students (K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	Provided by change in daily schedule District Funded

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In ELA, Latino and socioeconomically disadvantaged students are identified as yellow through the California Dashboard.

In Math, our socioeconomically disadvantaged students are identified as yellow through the California Dashboard.

In Distance Learning: *Prioritize hotspots, chromebooks, headphones, reading materials, manipulatives, community outreach, parent support, software/applications to facilitate language development in the absence of practice during integrated ELD times. We will prioritize distributing hands-on supplies, visual aides, and using breakout rooms for oral language practice.*

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Latino Students and Socioeconomically Disadvantaged Students	**Latino Students** **ELA** 2017: 30% 2018: 45% 2020: **Test Not Administered due to School Closure/COVID19** **Math** 2017: 26% 2018: 32% 2020: **Test Not Administered due to School Closure/COVID19** **Socioeconomically Disadvantaged Students** **ELA** 2017: 31%	Increase the CAASPP SBAC percent of Socioeconomically Disadvantaged Students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.

	2018: 40% 2020: **Test Not Administered due to School Closure/COVID19** **Math** 2017: 29% 2018: 32% 2020: **Test Not Administered due to School Closure/COVID19**	
CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students	**Latino Students** **ELA** 2017: Orange 2018: Yellow 2019: Green **Socioeconomically Disadvantaged Student** **ELA** 2017: Orange 2018: Yellow 2019: Yellow **Math** 2017: Orange 2018: Yellow 2019: Green	Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Latino students, socioeconomically disadvantaged students and English language learners

Strategy/Activity #1
Work with the English Learner Teacher Partner and or Instructional Coaches to help coach, model or support instruction to staff and or students who need tier 2 intervention in academics, based on SBAC and iReady data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Strategy/Activity #2

Work with New Teacher Center and Educational Services to implement training and foundational practices for creating strong Professional Learning Communities, with the goal of regular student data review, collaborative planning and reflection.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District funded

Strategy/Activity #3
Purchase two additional RAZ Kids and Reading A to Z licences to support low performing students, socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen their reading, fluency and comprehension

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

Costs included in Goal 1	Low Performing Block Grant

Strategy/Activity #4

In distance learning we will schedule materials distribution dates every two weeks to prioritize our hands-on learning activities even during distance learning. Teachers will prepare manipulatives, visual aids, hard copies of books, guided reading and literature circle books, art supplies, and other hands-on learning aids for students to take home for use during distance learning. (Materials are accounted for in general and HSC, the new action is the materials distribution schedules).

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District Funded

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

As a site our data is showing that our students with disabilities are lower than other student groups on the CA Dashboard as well as on SBAC data in both ELA and Math. Students with disabilities are orange on the CA Dashboard for suspensions.

In Distance Learning: *Prioritize the need to service students with IEP's more instructional time that falls outside of the regular day of Instructional Minutes. Give Instructional Aides chromebooks so they can work with students with IEP's in break out rooms during Google Meets.*

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	**ELA** 2015: 25% 2016: 16% 2017: 22% 2018: 22% 2019: 22% 2020: **Test Not Administered due to School Closure/COVID19** **Math** 2015: 16% 2016: 28% 2017: 30% 2018: 22% 2019: 28% 2019-2020: **Test Not Administered due to School Closure/COVID19**	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.

CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	**2018:** Green 7.7% Chronically Absent **2019:** Orange 8.8% Chronically Absent	Move two levels on dashboard and reduce rate 5-8% for chronic absences
CA Dashboard Suspension Levels for Students with Disabilities	**2017**: Blue, 0% Suspended at Least Once **2018:** Orange, 2.6% Suspended at Least Once **2019:** Orange, 2.9% Suspended at Least Once	Increase Dashboard level from Orange to Yellow and reduce percent suspended back to 0%
Least Restrictive Environment Targets	**2018-19:** Target met: 100% of students with disabilities in Gen Ed at least 80% of their day. **2019-2020:** Target met: 100% of students with disabilities in Gen Ed at least 82% of their day.	We will continue to meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No site cost associated with this strategy

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

As needed, hold support staff extension meetings that include everyone on support staff in addition to general education teachers who sign up. The focus of the meeting is to discuss potential students at risk and to give strategies, support and input for general education teachers. There is much conversation about students who need intervention and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No site cost associated with this strategy

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Ledesma. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Ledesma. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No site cost associated with this strategy

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Resource teachers utilize supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: iReady Teacher Toolbox, Newsela, Freckles, Reflex, additional Reading A to Z licences, alternative seating, fidget items, and other sensory materials that support student engagement and learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0 to site	iReady Teacher Toolbox District supported Reading A to Z licence costs in Goal 1 Newsela free subscription
$0 to site	Freckles and Reflex: Home and School Club Purchased

Strategy/Activity 5

In Distance Learning, students will receive additional synchronous support beyond the school day. Additionally, Special Education Instructional Assistants will receive chromebooks to support the additional synchronous lessons as well as "push in" support. This is provided by the change in daily schedule and the district purchase of chromebooks.

Students to be Served by this Strategy/Activity

Students with special needs

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for

technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer.

Distance Learning Need: We will need to maintain 1:1 chromebook and hot spot support for students and families. We will also need to address issues of digital citizenship and training for the use of all the new digital learning tools and platforms (G-suite, Jamboard, Screencastify, Adobe Enterprise, Nearpod, Flipgrid,etc.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology Usage	**2018-19:** 60% of 3-6th grades responded daily **2019-2020:** 79% of 3rd-6th grades responded daily	95% of the students responding will indicate that they utilize technology daily.
District Technology Survey: How often does your class talk about being respectful, responsible and safe online?	**2018-19** 14% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online **2019-2020:** 45% of 3rd-6th grades responded weekly	95% of the students responding will indicate that monthly they discuss how to be safe, respectful and responsible online.

SBAC Participation Rates	**2018-19:** 96% **2019-2020:** **Test Not Administered due to School Closure/COVID19**	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase technology equipment for classrooms to maintain a site standard of one chromebook cart with the goal of 1:1 devices, a LCD projector, document camera and speakers in each classroom, including the resource specialist's room and service agreements for technology equipment that provides academic support to students. .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$15,605	LCFF
$0 to site	Home and School Club Supplements the remainder of costs needed

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students, specifically targeting 5th and 6th graders

Strategy/Activity

Reach out to community and resources such as San Jose Police Department "Team Kids" division, our district Educational Technology coach to receive lessons, training and assemblies to talk about safe and respectful online practices. Additionally, all students receive PBIS lessons around safe, respectful and responsible technology use.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$0	District provided resources or free community resource

Strategy/Activity 3

Hand out and distribute district provided chromebooks and hotspots. Continue outreach to vulnerable families to check in on connectivity and device useability. Promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families). Provide office hours and contact information to support families with tech needs.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Distance Learning Need*: PD for the online platforms that we already have but aren't using fully (studies weekly, NewsELA, RAZ-Kids, GoNoodle, Nearpod and Common Sense Media), time for sorting through those platforms to curate engaging, whole-child curriculum. Special focus will be placed on trauma informed practice, engagement, and student empowerment. Increased need for social-emotional support, mental health support, and positive identity development

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator	**All Students** 2018: Green 2019: Yellow **Socioeconomically Disadvantaged Students** 2018: Yellow 2019: Green	For chronic absenteeism, improve one level for all students (yellow to green) and socioeconomically disadvantaged students (from green to blue) on the California Dashboard.
Suspension and Expulsion Rates	**All Students** 2018: Yellow 2019: Green **Foster Youth** 2018: Does not meet the state reporting requirements 2019: Does not meet the state reporting requirements **Socio Economics:** 2018: Orange 2019: Green **Special Ed:** 2018: Orange 2019: Orange **Hispanic:** 2018: Orange 2019: Green **Two or More Races:** 2018: Orange 2019: Blue	For suspensions, improve one lever for Foster Youth, students with disabilities, homeless, and students with two races or more through The California Dashboard.
Attendance Rate	Monthly Attendance Rate **All Students:** **2017-18**: 97.05% **2018-19:** Maintained a 96.7% rate for each month August-June	Maintain a 98% attendance rate for all students in each month August-June.

	2019-2020: Maintained a 96.02% rate for each month August-March	
CA Healthy Kids Survey	**2016:** 88% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe. **2019:** 88% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe. **2020:** 96% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.	Increase the percent of students reporting feeling safe within a positive school climate by 12% on the California Healthy Kids Survey.
PBIS Team Implementation Checklist	**2019:** 75% Overall Implementation 50% Classroom Behavior Support Systems **2020:** 80% Overall Implementation 60% Classroom Behavior Support Systems	Continue to monitor PBIS implementation to increase to a minimum of 90% overall implementation and Classroom Behavior Support Systems.
Nearpod Usage	**2020/2021:** 15 out of 21 teachers have used Nearpod one time with class	Teachers will assign and teach at least one Nearpod lesson a week with their class.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Three days of Tier III training will be provided for all support staff and one general education teacher at school.

Provide three days of Restorative Justice Practices PD focused on restorative circles for administrators. Provide entire staff with Intervention PD focused on restorative circles from an outside consultant.

Develop a PBIS Mentor at site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District provided resources or free community resource
$13,600	Low Performing Block Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED).

Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Super Saturday Attendance Recovery Classes.

Provide one Professional development to the Lead Super Saturday Attendance Recovery teachers. Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Develop 1-2 Super Saturday Attendance Recovery Lead Teacher(s) at site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

$0	District provided resources or free community resource

Strategy/Activity 3

In Distance Learning: Additional support provided by district and community resources such as Community Liaison, social workers and mental health counselors. Train staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support can be referred to the school Mental Health Counselor.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District Funded

Strategy/Activity 4

In Distance Learning student attendance will be closely monitored through the usage of the attendance and participation form that teachers will complete weekly. STaff and principal will also monitor our school re-engagement process (as articulated in the Learning Continuity Plan).

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0 site cost	District Funded

Strategy/Activity 5

In Distance Learning: Staff will receive professional Development regarding online platforms such as Nearpod and Common Sense media so that all students receive at minimum of one lesson a week that is specific to the social and emotional well being of our students during Covid-19.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District Funded

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Ledesma has low attendance at the school level, parent groups such as School Site Council, HABLA, African American Koffee Klatch, and SELAC meetings, we see less than 50% consistent representation at various parent meetings and school events.

The average visits to school website and social media pages is monthly. Our goal is weekly.

80% of respondents on the CA Healthy Kids Parent Survey in 2018-2019 stated they had attended a school or class event. 99% of parents strongly agree or agree that the school keeps them well-informed about school activities. *The area the stakeholders want to learn more about, according to this survey, is parent attendance and involvement at various school meetings, events and classroom events.*

Distance Learning Needs: We will need to engage families virtually during distance learning. Train and support parents on how to access school wide and teacher online platforms. Offer families multiple ways to engage and attend parent meetings and classroom events via virtual resources, zoom, google meet, social media, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	**2019:** 80% said yes they have attended a school or class event. **2020:**	We will increase parent attendance at school and class events by 10%

	88% said yes they have attended a school or class event. **2019:** 93% of parents strongly agree or agree that they feel welcome to participate at Ledesma. 92% of parents strongly agree or agree that school encourages them to be an active partner with the school in educating their child. **2020:** 88% of parents strongly agree or agree that they feel welcome to participate at Ledesma. 82% of parents strongly agree or agree that school encourages them to be an active partner with the school in educating their child. **2019:** 99% of parents strongly agree or agree that the school keeps them well-informed about school activities **2020:** 97% of parents strongly agree or agree that the school keeps them well-informed about school activities	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year. *Parents feel welcome to participate at the school * School encourages me to be an active partner with school in educating my child *Maintain and increase by 1% of parents to strongly agree or agree that the school keeps them well-informed about school activities.

Attendance at Parent Meetings	**2019:** Sign in sheets from Parent Meetings show less than 15% of parent attendance. **2020:** Sign in sheets from Parent Meetings show less than 20% of parent attendance for school site parent meetings. Classrooms had an average of 80% attendance for grade level and individual classroom activities. There was over 90% participation/attendance at GATE parent meetings, Back to School Night, Family Fun Nights and Parent Teacher Conferences.	We will increase parent attendance at the district meetings by another 10%. We will continue to collect Sign in sheets for all school meetings and monitor community involvement for all school, grade level and individual and classroom activities.
Parent Email Subscriptions to Infinite Campus	**2019:** 99% of families have correct email on file. **2020:** 100% of families have correct email on file.	We will continue to maintain parent subscriptions (ie email) to our school SIS system to maintain 100% email subscription at Ledesma.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District provided resources or free community resource

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District provided resources or free community resource

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings.
- Parent Information Nights on topics relevant to parenting and student success
- GATE information nights about the program in grades 4-6
- Family Life Education Night in grades 5 and 7
- SEAL workshops and gallery walks about the strategies, curriculum and home connection
-Adult ESL class offerings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District provided resources or free community resource

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

In Distance Learning virtual parent meetings are being held through Google meets and Zoom. The principal, secretary and community liaison will reach out to families to personally invite them through phone calls, emails and parent square messages. Continue to monitor the percent of families that are connected and have accurate information on file with a goal of 100%. Monitor the attendance of parent meetings through the notes and or attendance logs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Budget Summary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$73,925

Other State, and Local Funds

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation ($)
Low-Performing Student Block Grant	**$38,212**
LCFF	**$35,713**

Subtotal of state or local funds included for this school: $73,925

Total of federal, state, and/or local funds for this school: $73,925