

School Year: 2021-2022

# 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	6-2-2021	11-18-2021

## 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.

Understandably, the COVID-19 pandemic has created conditions at Ledesma School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize social emotional learning. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see positive behavioral interventions implemented to impact a warm, welcoming school environment. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified).

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 will 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.*

*During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual*

*meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Facebook, Parent Square, and our Ledesma Ledger.*

## **Involvement Process for the SPSA and Annual Review and Update**

*Presentations to stakeholders included:*

*School Site Council  
June 2, 2021*

*English Learner Advisory Committee (ELAC)  
June 2, 2021*

*Rita Ledesma Staff  
May 26, 2021*

*The School Site Council approved the SPSA on June 2, 2021*

## **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.*

*The COVID-19 pandemic has created additional resource inequities in addition to those outlined above. As we prepared for the 2021-22 school year, the following resource inequities in our system have risen as priorities and opportunities:*

- *Access to effective behavioral supports and interventions*
- *Access to strategies that effectively engage students with positive behavioral systems*

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). Funding to support lunchtime programs for all students, (Goal 5).

**Technology:** To be able to offer every teacher a working printer, document camera, and LCD projector to help support the learning of all students, (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.*

*These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:*

- *Effective interventions to support at-risk students*
- *Engaging edtech programs to supplement and support students in developing math and ELA proficiency*

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<b>ELA</b> 2015: 61% 2016: 67%	Increase the CAASPP SBAC percent of all students meeting or exceeding

	<p>2017: 61%  2018: 68%  2019: 67%  2020: <b>Test Not Administered due to School Closure/COVID19</b>  2021: <b>Test Not Administered due to School Closure/COVID19</b></p> <p><b>Math</b>  2015: 61%  2016: 64%  2017: 61%  2018: 64%  2019: 65%  2020: <b>Test Not Administered due to School Closure/COVID19</b>  2021: <b>Test Not Administered due to School Closure/COVID19</b></p>	<p>standards by 5% higher than the prior year in ELA and Math in grades 3-6.</p>
<p>CA Dashboard Overall Academic Performance Levels</p>	<p><b>ELA</b>  2017: Green  2018: Green  2019: Green  2020: No Data</p> <p><b>Math</b>  2017: Green  2018: Green  2019: Green  2020: No Data</p>	<p>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.</p>
<p>iReady Reading and Math Diagnostic Results</p>	<p><b>2018-19</b>  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</p> <p>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</p> <p>Diagnostic 2 to 3 ELA:</p>	<p>Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1</p>

	<p>6% (from 6%) in red/Tier 3  15% (from 31%) in yellow/Tier 2  79% (from 63%) in green/Tier 1</p> <p>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</p> <p><b>2019-20</b>  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</p> <p>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</p> <p><b>2020-2021</b>  Diagnostic 1 ELA  56% in Green/Tier 1  Diagnostic 2 ELA  69% in Green/Tier 1  Diagnostic 3 ELA  Tier 1  76% in Green/Tier 1  Diagnostic 1 Math:  43% in Green/Tier1  Diagnostic 2 Math:  60% in Green/Tier1  Diagnostic 3 Math:  68% in Green/Tier1</p>	
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**Strategy/Activity 1**

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

All Students

Teachers will use additional \_\_\_\_\_ to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc. will be provided for \_\_\_\_\_ with the goals of increasing student proficiency.

**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, Writers Workshop 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. Staff can utilize release days to look at data specific to low performing students. Staff can attend professional development conferences that support low performing students. Work with Momentum in Teaching to continue staff professional development development specifically to Writers Workshop to support all students that are low performing.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$3,915	LCFF
\$20,745	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 Sondag System Intervention or News ELA.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,837	LCFF
\$4,000	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. Writers Workshop Materials that support students in achieving standards with focus on low performing students. Intervention curriculum materials that support vocabulary such as Wordly Wise that provide resources to support students in achieving standards and low performing students.*

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

<b>\$18,453</b>	<b>LCFF</b>
<b>\$7,000</b>	<b>Low Performing Block Grant</b>

### 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, homework center.*

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

<b>\$0</b>	<b>LCFF</b>
<b>\$724</b>	<b>Low Performing Block Grant</b>



## 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.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Latino Students and Socioeconomically Disadvantaged Students	<p><b>Latino Students</b></p> <p><b>ELA</b></p> <p>2017: 30%</p> <p>2018: 45%</p> <p>2020: <b>Test Not Administered due to School Closure/COVID19</b></p> <p>2021: <b>Test Not Administered due to School Closure/COVID19</b></p> <p><b>Math</b></p> <p>2017: 26%</p> <p>2018: 32%</p> <p>2020: <b>Test Not Administered due to School Closure/COVID19</b></p> <p>2021: <b>Test Not Administered due to School Closure/COVID19</b></p> <p><b>Socioeconomically Disadvantaged Students</b></p> <p><b>ELA</b></p> <p>2017: 31%</p> <p>2018: 40%</p> <p>2020: <b>Test Not Administered</b></p>	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 3-6.

	<p><b>due to School Closure/COVID19</b> 2021: <b>Test Not Administered due to School Closure/COVID19</b></p> <p><b>Math</b> 2017: 29% 2018: 32% 2020: <b>Test Not Administered due to School Closure/COVID19</b> 2021: <b>Test Not Administered due to School Closure/COVID19</b></p>	
CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students	<p><b>Latino Students ELA</b> 2017: Orange 2018: Yellow 2019: Green 2020: No Data (COVID-19)</p> <p><b>Socioeconomically Disadvantaged Student ELA</b> 2017: Orange 2018: Yellow 2019: Yellow 2020: No Data (COVID-19)</p> <p><b>Math</b> 2017: Orange 2018: Yellow 2019: Green 2020: No Data (COVID-19)</p>	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.

ELPAC	<p>20/21: 26% 1 Plus Years ELPAC Growth:</p> <p>20/21: 13% EL LTEL</p>	Increase our English Learners ELPAC 1 Plus Years Growth scores by 5% Decrease by 5% the EL LTEL students.
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**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

### 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 scoring 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.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p><b>ELA</b></p> <p>2015: 25%</p> <p>2016: 16%</p> <p>2017: 22%</p> <p>2018: 22%</p> <p>2019: 22%</p> <p>2020: <b>Test Not Administered due to School Closure/COVID-19</b></p> <p>2021: No Data/COVID-19</p> <p><b>Math</b></p> <p>2015: 16%</p> <p>2016: 28%</p> <p>2017: 30%</p> <p>2018: 22%</p> <p>2019: 28%</p> <p>2019-2020: <b>Test Not Administered due to School Closure/COVID19</b></p> <p>2021: No Data/COVID-19</p>	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	<p><b>2018:</b> Green 7.7% Chronically Absent</p> <p><b>2019:</b> Orange 8.8% Chronically Absent</p> <p><b>2020:</b> No Data/COVID-19</p> <p><b>2021:</b> No Data/COVID-19</p>	Move two levels on dashboard and reduce rate 5-8% for chronic absences
CA Dashboard Suspension Levels for Students with	<b>2017:</b> Blue, 0% Suspended at Least Once	Increase Dashboard level from Orange to Yellow and

Disabilities	<p><b>2018:</b> Orange, 2.6% Suspended at Least Once</p> <p><b>2019:</b> Orange, 2.9% Suspended at Least Once</p> <p><b>2020:</b> No Data/COVID-19</p> <p><b>2021:</b> No Data/ COVID-19</p>	reduce percent suspended back to 0%
Least Restrictive Environment Targets	<p><b>2018-19:</b> Target met: 100% of students with disabilities in Gen Ed at least 80% of their day.</p> <p><b>2019-2020:</b> Target met: 100% of students with disabilities in Gen Ed at least 82% of their day.</p> <p><b>2020-2021:</b> Target met: 100% of students with disabilities in Gen Ed at least 80% of their day.</p>	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. Ensuring all members of the IEP team are present in order to support students 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 general education 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 and intervention curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: 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	Reading A to Z licence costs in Goal 1 Newsela cost in Goal 1
\$0 to site	Freckles and Reflex: Home and School Club Purchased

## 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.*

*These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:*

- *Digital citizenship to ensure safe, appropriate use of technology*
- *Structured support in utilizing edtech and technology to showcase 4 C's skills in presentations, projects, and daily classwork*

**Learning Need:** We will need to maintain 1:1 chromebook and hotspot 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	<p><b>2018-19:</b> 60% of 3-6th grades responded daily</p> <p><b>2019-2020:</b> 79% of 3rd-6th grades responded daily</p> <p><b>2020-2021:</b> No Data/Available</p>	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?	<p><b>2018-19:</b> 14% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online</p> <p><b>2019-2020:</b> 45% of 3rd-6th grades responded weekly</p> <p><b>2020-2021:</b> No Data/Available</p>	95% of the students responding will indicate that monthly they discuss how to be safe, respectful and responsible online.
SBAC Participation Rates	<p><b>2018-19:</b> 96%</p> <p><b>2019-2020:</b></p>	We will continue to monitor to ensure that 95% of all students will participate in



	<b>Test Not Administered due to School Closure/COVID19</b>	CAASPP Testing on the Chromebooks and laptops.
	<b>2020-2021: No Data/Test Not Administered due to COVID-19</b>	

*Teachers will use additional staff development and grade level collaboration opportunities to develop skills to meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students in technology proficiency, professional development/training/planning time/interventions/etc. will be provided for teachers in grades K-6 with the goals of increasing comfort and proficiency with edtech integration.*

**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, 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)
\$10,650	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 the 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**

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.

These additional needs have surfaced in response to the COVID pandemic as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement:

- Opportunity for structured socio-emotional supports in all grades, K-6
- Structured activities that enable students to establish voice and ownership of their classroom space, as they return to in-person learning

**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	<p><b>All Students</b>            2018: Green            2019: Yellow            2020: No Data/COVID-19</p> <p><b>Socioeconomically Disadvantaged Students</b>            2018: Yellow            2019: Green            2020: No Data/COVID-19</p>	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	<p><b>All Students</b>            2018: Yellow            2019: Green            2020: No Data/COVID-19</p> <p><b>Foster Youth</b>            2018: Does not meet the state reporting requirements            2019: Does not meet the state reporting requirements            2020: No Data/COVID-19</p> <p><b>Socio Economics:</b>            2018: Orange</p>	For suspensions, improve one lever for Foster Youth, students with disabilities, homeless, and students with two races or more through The California Dashboard.

	<p>2019: Green  2020: No Data/COVID-19</p> <p><b>Special Ed:</b>  2018: Orange  2019: Orange  2020: No Data/COVID-19</p> <p><b>Hispanic:</b>  2018: Orange  2019: Green  2020: No Data/COVID-19</p> <p><b>Two or More Races:</b>  2018: Orange  2019: Blue  2020: No Data/COVID-19</p>	
Attendance Rate	<p>Monthly Attendance Rate</p> <p><b>All Students:</b>  <b>2017-18:</b> 97.05%  <b>2018-19:</b> Maintained a 96.7% rate for each month August-June  <b>2019-2020:</b> Maintained a 96.02% rate for each month August-March  <b>2020-2021:</b> Maintained a 97.72% rate for each month August-March</p>	Maintain a 98% attendance rate for all students in each month August-June.
CA Healthy Kids Survey	<p><b>2016:</b>  88% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.</p> <p><b>2019:</b>  88% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.</p> <p><b>2020:</b>  96% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.</p> <p><b>2021:</b>  No Data/COVID-19 Distance Learning</p>	Increase the percent of students reporting feeling safe within a positive school climate by 12% on the California Healthy Kids Survey.

<p>PBIS Team Implementation Checklist</p>	<p><b>2019:</b> 75% Overall Implementation 50% Classroom Behavior Support Systems</p> <p><b>2020:</b> 80% Overall Implementation 60% Classroom Behavior Support Systems</p> <p><b>2021:No Data/Covid-19</b></p>	<p>Continue to monitor PBIS implementation to increase to a minimum of 90% overall implementation and Classroom Behavior Support Systems.</p>
<p>Nearpod Usage/Socio Emotional Check Ins</p>	<p><b>2020/2021:</b> 15 out of 21 teachers have used Nearpod one time with class</p>	<p>Teachers will assign and/or teach at least one social-emotional lesson a week with their class.</p>

*Teachers will use additional structured SEL-based class time activities to meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address socio-emotional needs, we will provide daily morning meetings with the goals of increasing student voice and sense of belonging.*

**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 staff with opportunities to attend Conferences, PD, or trainings that relate to supporting*  
All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students

*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
\$0	Low Performing Block Grant Included in Goal 1

**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**

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
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**Goal 6**

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

Our school community will use additional Parent Square posts to actively engage families and community members after a year-and-a-half of distance or hybrid learning. To address communication needs, we will develop a weekly newsletter called the Ledesma Ledger with the goal of increasing consistent parental engagement.

**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.*

*These additional needs have surfaced in response to the COVID pandemic as they relate to actively engaging families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:*

- *Inconsistent community involvement and input in school business*
- *Inconsistent parent communication*

**Annual Measurable Outcomes**

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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CA Healthy Kids' Annual Parent Survey

**2019:**  
80% said yes they have attended a school or class event.

**2020:**  
88% said yes they have attended a school or class Event.

**2021:** No Data/COVID-19

**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.

**2021:**  
91% of parents strongly agree or agree that they feel welcome to participate at Ledesma.

95% of parents strongly agree or agree that school encourages them to be an active partner with the school in educating their child.

We will increase parent attendance at school and class events by 10%

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

	<p><b>2019:</b> 99% of parents strongly agree or agree that the school keeps them well-informed about school activities</p> <p><b>2020</b> 97% of parents strongly agree or agree that the school keeps them well-informed about school activities</p> <p><b>2021</b> 100% of parents strongly agree or agree that the school keeps them well-informed about school activities</p>	<p>*Maintain and increase by 1% of parents to strongly agree or agree that the school keeps them well-informed about school</p>
<p>Attendance at Parent Meetings</p>	<p><b>2019:</b> Sign in sheets from Parent Meetings show less than 15% of parent attendance.</p> <p><b>2020:</b> 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.</p> <p><b>2021:</b> Sign in sheets from Parent Meetings show less than 45% of parent attendance for school site parent meetings. No Data due to Distance Learning Classrooms had an average of 0% attendance for grade level and individual classroom activities. There was</p>	<p>We will increase parent attendance at the district meetings by another 10%.</p> <p>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.</p>

	over 90% participation/attendance at GATE parent meetings, No Data for the following due to COVID-19 and Distance Learning: Back to School Night, Family Fun Nights and Parent Teacher Conferences.	
Parent Email Subscriptions to Infinite Campus	<p><b>2019:</b> 99% of families have correct email on file.</p> <p><b>2020:</b> 100% of families have correct email on file.</p> <p><b>2021:</b> 100% of families have correct email on file</p>	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 Parent Square, the school website, electronic marquee, school wide announcements, and principal newsletters.*

**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**

*Parent meetings will be held both virtually through Google Meets and in person. 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	\$68,324

**Other State, and Local Funds**

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

State or Local Programs	Allocation (\$)
<b>Low-Performing Student Block Grant</b>	<b>\$32,469</b>
<b>LCFF</b>	<b>\$35,855</b>

Subtotal of state or local funds included for this school: \$68,324

Total of federal, state, and/or local funds for this school: \$68,324