

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 | 6-2-2022 | 6-16-2022 |

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 solid 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 solid relationships are essential 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.

We work closely with educational partners 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.

Educational Partner Involvement

Efforts to solicit educational partner input in the 2022-23 Ledesma School Plan (SPSA), 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 April and continued regularly throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide invaluable input to inform the school's planning for the 2022/2023 school year.

Involvement Process for the SPSA and Annual Review and Update

Input Sessions with stakeholders included:

*School Site Council
April 13, 2022*

*English Learner Advisory Committee (ELAC)
May 4, 2022*

*In-person parent surveys (before & after school):
April 2022*

*Rita Ledesma Staff
May 2022*

The School Site Council approved the SPSA on June 2, 2022

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.

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

People:

- To support targeted at-promise students through academic and behavioral interventions and learning academies (Goal 2)
- To support small targeted student groups through push-in/pull-out interventions (Goal 2)

Funding:

- To support staff release days aligned to site-based instructional initiatives such as writer's workshop, technology integration, SEAL and SEL efforts (Goal 2)
- To improve 21st century skills for students, through the integration of edtech related programs and platforms (Goal 4)
- To support lunchtime programs for all students, (Goal 5)

Technology:

- To ensure classrooms are 21st century learning spaces through the integration of hardware (projectors, printers, chromebooks, etc.) and flexible classroom design (furniture, design)(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.

Annual Measurable Outcome

| Metric | 2020-2021 Baseline | 2021-2022 Data | Desired Outcome for 2023-2024 |
|---|-----------------------------|-----------------------------|--|
| SBAC Scores | N/A | Available August 2022 | Annual Growth of 3% overall |
| CA Dashboard Academic Indicator | N/A | Status Available Fall 2022 | Blue, Green or Increase of One Performance Level |
| Local ELA Benchmark Assessments (iReady Mid-Year) | 70% on or above grade level | 57% on or above grade level | Annual Growth of 3% overall |
| Local Math Benchmark Assessments (iReady Mid-Year) | 61% on or above grade level | 44% on or above grade level | Annual Growth of 3% overall |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide professional development and common planning days for all teachers with a focus on backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA, Writers Workshop, SEAL and Engage New York Math.

| | |
|----------------|-------------|
| \$5,000 | LCFF |
|----------------|-------------|

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All Students

Work with Momentum in Teaching to continue staff professional development. PD will be specifically geared to provide Writers Workshop support for all students that are low performing and the teachers that support them.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| \$8,000 | LCFF |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase licenses for Reading A to Z and RAZ Kids as supplemental resources to support reading comprehension and fluency and or other licenses such as Newsela.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| \$2,535 | LCFF |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase instructional supplies, materials, print shop resources, Writer's Workshop materials and supplemental items/resources for teachers to support and differentiate instruction for students to attain a goal of at standard or above standard in ELA and Math.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|--------------------------|
| \$4,325 | Site discretionary funds |
| \$7,279 | LCFF |
| \$4,145 | Parcel Tax Allocation |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide small group instructional intervention academies before or after school for targeted students as determined by formative and summative assessment data.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-------------------------|
| \$17,000 | Extended Learning Grant |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide PLC facilitation for our ILT members along with extended duty pay for ILT members to facilitate PLC sessions focused on instructional pillars (Writer's Workshop, Educational technology integration, and Socio-emotional supports).

| | |
|---------|------|
| \$2,000 | LCFF |
|---------|------|

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 | 2020-2021 Baseline | 2021-2022 Data | Desired Outcome for 2023-2024 |
|--|---|---|--|
| English Learner Reclassification Rate | 4% | 16% | 15-20% of English Learners Reclassified Annually |
| Long Term English Learner (LTEL) Rate | 13% | 21% | 20% or Less of English Learners Identified as LTEL |
| Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year) | <p><i>51% of Latino students scored at or above grade level</i></p> <p><i>40% of Black students scored at or above grade level</i></p> <p><i>58% of English learners scored at or above grade level</i></p> | <p><i>33% of Latino students scored at or above grade level</i></p> <p><i>36% of Black students scored at or above grade level</i></p> <p><i>24% of English learners scored at or above grade level</i></p> | Annual Growth of 5% for Listed Student Groups |
| Local Math Benchmark Assessments for Student Groups (iReady Mid-Year) | <p><i>42% of Latino students scored at or above grade level</i></p> <p><i>9% of Black students scored at or above grade level</i></p> <p><i>49% of English learners scored at or above grade level</i></p> | <p><i>24% of Latino students scored at or above grade level</i></p> <p><i>0% of Black students scored at or above grade level</i></p> <p><i>16% of English learners scored at or above grade level</i></p> | Annual Growth of 5% for Listed Student Groups |

| | | | |
|--|--------------|----------------------------|--|
| | <i>level</i> | <i>level</i> | |
| CA Dashboard Academic Indicator | N/A | Status Available Fall 2022 | Blue, Green or Increase of One Performance Level for Listed Student Groups |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Latino students, socioeconomically disadvantaged students and English language learners

Strategy/Activity

Work with the English Learner Teacher Partner 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

Students to be Served by this Strategy/Activity

Latino students, socioeconomically disadvantaged students and English language learners

Strategy/Activity

Purchase additional RAZ Kids and Reading A to Z licenses to support low performing students, socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen reading fluency and comprehension.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

| | |
|-----|--|
| \$0 | Reading A to Z license costs in Goal 1 |
|-----|--|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Latino students, socioeconomically disadvantaged students and English language learners

Provide small group instructional intervention academies targeted specifically for English Language learners before or after school for targeted students as determined by formative and summative assessment data and language proficiency levels.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|--|
| \$0.00 | Extended Learning Grant referenced in Goal 1 |

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 per the most recent data.

Annual Measurable Outcomes

| Metric | 2020-2021 Baseline | 2021-2022 Data | Desired Outcome for 2023-2024 |
|-------------------------------------|---|---|---|
| Local ELA Benchmark Assessments for | 37% of Students with Disabilities Performed at or | 25% of Students with Disabilities Performed at or | Annual Growth of 5% for Special Education Student Group |

| | | | |
|---|--|--|--|
| Special Education (iReady Mid-Year) | <i>above grade level</i> | <i>above grade level</i> | |
| Local Math Benchmark Assessments for Special Education (iReady Mid-Year) | <i>41% of Students with Disabilities Performed at or above grade level</i> | <i>26% of Students with Disabilities Performed at or above grade level</i> | Annual Growth of 5% for Special Education Student Group |
| CA Dashboard Academic Indicator | N/A | Status Available Fall 2022 | Blue, Green or Increase of One Performance Level for Special Education Student Group |
| Inclusion Data of Students with Disabilities | 68% | 78% | <p>Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p> |

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 and 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 need to discuss at-risk students. 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 and the goal is to intervene 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, BPS 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 and regular education students

Strategy/Activity

Tier 3 students requiring intensive individual and/or small group therapy will be supported through the Effective School Solutions program. This program will be available to students and families within our therapeutic classroom as well as general education students requiring tier 3 interventions.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-------------|----------------------------------|
| \$0 to site | ESS program is district provided |

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

Reenvisioning the classroom as a student-centered, 21st century equipped, flexible learning space is our goal. All students deserve the opportunity to learn in a technology rich environment, and all teachers require the pedagogical understanding along with the tools and support to successfully teach in such an environment.

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 | 2020-2021 Baseline | 2021-2022 Data | Desired Outcome for 2023-2024 |
|---|---|--|--|
| Annual Teacher and Student (Grades 3-8) Technology Survey | <p><i>Students in grade 3-8 who use technology weekly at school</i> 2020-21: No data available</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2020-21: No data available</p> <p><i>Teachers who report students use technology on a daily basis</i> 2020-21: No data available</p> | <p><i>Students in grade 3-8 who use technology weekly at school</i> 2021-22: 97%</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2021-22: 94%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2021-22: 82%</p> | <p><i>Students in grade 3-8 who use technology weekly at school</i> 2023-24: 100%</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2023-24: 90%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2023-24: 80%</p> |
| Student Access to Core Subject Areas Using 21st Century Skills | <p><i>% of students report using technology to work or collaborate with others.</i> <i>% of students report using technology to communicate with others:</i> No data available</p> <p><i>% of students report using technology to solve problems or help with their critical thinking in class:</i> No data available.</p> <p><i>% of students report using technology to be creative:</i> No data available.</p> | <p>43% of students report using technology to work or collaborate with others. % of students report using technology to communicate with others. 72% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>58% of students report using technology to be creative.</p> | <p>90% of students report using technology to work or collaborate with others. 60% of students report using technology to communicate with others. 80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p> |

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) |
|-------------|--|
| \$5,000 | 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

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

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 |

Strategy/Activity 4

Provide edtech programs and platforms to support the teaching and learning of CCSS standards, including but not limited to Kami, RAZ Kids, G-Suite, Reflex, Nearpod, Newsela, typing programs and others, along with corresponding teacher professional development to make effective use of the programs and platforms.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|--|
| \$0 | LCFF license & pd costs included in Goal 1 |

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.

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 | 2020-2021 Baseline | May 2022 Data | Desired Outcome for 2023-2024 |
|----------------------------------|---|--|---|
| Attendance Annual Average | 97.6% | 92.8% | 98% |
| Chronic Absenteeism | 6.3% | 21% | <i>The Chronic Absenteeism rate will be reduced to 5%.</i> |
| Suspension Rate | 0% | 2% | 1% |
| Expulsion Rate | 0% | 0% | 0 students |
| Student Safety Survey | <i>76% of 5th and 6th graders feel safe at school</i> | <i>81% of students in 5th & 6th grades feel safe at school</i> | <i>90% of students in 5th & 6th grades will feel safe at school</i> |
| Student Connectedness and | <i>5th Grade, % feel safe at school</i> | <i>53% of 5th & 6th graders feel safe at school</i> | <i>75% of 5th & 6th graders will feel safe at</i> |

| | | | |
|------------------|--|--|---------------|
| Belonging | | | <i>school</i> |
|------------------|--|--|---------------|

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 |

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

Provide 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

Enhance site based efforts to establish and maintain a warm, welcoming school environment that supports the socio-emotional well being of all students and staff including, but not limited to:

- Monthly PBIS centered themes and student recognitions
- Monthly read alouds related to PBIS themes
- Morning meetings and restorative circles
- Nearpod SEL modules
- Pawsitive Behavior slips and weekly awards
- Student plays that reinforce appropriate student behaviors
- Access to Second Step online program

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

| | |
|------------------|--------------------------------|
| \$1000.00 | Site discretionary funds |
| \$0.00 | LCFF licenses funded in Goal 1 |

Strategy/Activity 5

Maintain health and safety of all students and staff, and ensure a healthy school environment via the resources and materials provided by our custodial and health clerk, such as PPE, cleaning supplies, medical supplies, sanitizer, etc.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

| | |
|----------------|-------------------------|
| \$7,300 | Site Discretionary Fund |
|----------------|-------------------------|

Strategy/Activity 6

Purchase Second Step program and teacher licenses to provide an online socio-emotional learning program to provide students with scaffolded, developmentally appropriate activities.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

| | |
|----------------|------|
| \$2,300 | LCFF |
|----------------|------|

Strategy/Activity 7

Provide weekly classroom gametime and SEL themed recess support for all students through

the Elevo program.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

| | |
|---------------|-----------------|
| \$0.00 | 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 traditionally has low attendance at school level meetings. Parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings typically see less than 50% consistent representation. Large scale school events such as Back to School Night and Open House are well attended.

Increasing visits to our school webpage, along with greater attention to our weekly parent square newsletter (Ledesma Ledger) and increased attention to our school Facebook page are goals for the 2022/2023 school year. In addition, we will use this school year to revisit our parent meeting formats, blending in person with virtual meetings throughout the year.

Annual Measurable Outcomes

| Metric | 2020-2021 Baseline | 2021-2022 Data | Desired Outcome for 2023-2024 |
|--|--|---|--|
| Attendance at School Parent Meetings | NA due to distance learning-no in-person meetings held | NA due to distance learning-no in-person meetings held | 20-30 parents in attendance at each SSC, ELAC, & Habla meeting |
| Parent Engagement Events/Community Events | No in-person events held due to distance learning | We held Back to School Night, Open House, & GATE Parent Meetings with an attendance | 75% attendance at Back to School Night & Open House. 100% attendance at student conferences |

| | | | |
|---|------|----------------|--|
| | | average of 75% | |
| Parent Square Delivery and Post Data | 100% | 100% | 75 readership of weekly Ledesma Ledgers |

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

Provide families with 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 Ledesma Ledgers.

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 of 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*
- *SEAL workshops and gallery walks about the strategies, curriculum and home connections*
- *Parent offerings with topics generated from stakeholder surveys*

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. We will continue to monitor the percent of families that are connected and have accurate information on file with a goal of 100%. We will 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 | \$65,884 |

Other State, and Local Funds

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

| State or Local Programs | Allocation (\$) |
|--|-----------------|
| LCFF | \$32,114 |
| Site Discretionary Funds | \$12,625 |
| Parcel Tax Allocation | \$4,145 |
| Extended Learning Opportunity Grant | \$17,000 |

Subtotal of state or local funds included for this school: \$65,884

Total of federal, state, and/or local funds for this school: \$65,884