School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Learning in an Urban Community with High Achieveme	43693690107748	April 19, 2023	July 21, 2023

Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to align district and school goals. This plan will also explicitly outline the steps that LUCHA will take to meet its desired outcomes.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Spring 2023 Student Climate Survey Results (127 responses)
Knowledge and Fairness of Discipline, Rules and Norms: 74% favorable
Climate of Support for Academic Learning: 71% favorable
Sense of Belonging (School Connectedness): 75% favorable
Safety:62% favorable

Spring 2023 Parent Survey Results (364 responses)
After School Programs: 98% favorable
Sense of Belonging (School Connectedness): 99% favorable
Climate of Support for Academic Learning: 100% favorable
Knowledge and Fairness of Discipline, Rules and Norms: 98% favorable
Safety: 96% favorable

Spring 2023 Staff Survey (26 responses)
Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable
Climate of Support for Academic Learning: 95% favorable
Safety: 96% favorable
Sense of Belonging (School Connectedness): 87% favorable

Classroom Observations

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

The school principal conducts regular classroom observations. These are done at least biweekly and are informal opportunities to observe classroom instruction to ensure the school's priorities are being effectively implemented. Feedback is provided to teachers during monthly principal one to ones where collaborative conversations can take place to improve instructional practices. During the 2022-2023 school year, emphasis was placed on writing instruction. Consistent areas of focus include ways to integrate technology, support for English Language Learners; instructional differentiation and small group supports; and classroom environment that is conducive to all learners and learning styles.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Some of the ongoing state and local assessments used at LUCHA to modify instruction and improve student achievement are the following:

- Imagine Learning Assessments in Language and Literacy and Math
- Fastbridge assessments in Reading and Math - 2nd-5th Grade
- Benchmark Advance Level Screener
- ESGI - Kinder & 1st Grade
- ELPAC

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

Teachers collaborate regularly. Every Thursday is a minimum day and provides teachers with time set aside for grade level collaboration meetings. In addition to the Thursday meetings, teachers are released from their teaching duties once a month for grade level planning time.

Teaching and Learning

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

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

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

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

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

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

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

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

L.U.C.H.A. Elementary School ensures the availability of standards-based instructional material for all students through the following practices:

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

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

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

Opportunity and Equal Educational Access

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

L.U.C.H.A. Elementary School provides the following regular services to enable under-performing students to meet standards.

- Teachers identify at-risk or low-performing students and provide in-class and after school interventions.
- Our W.I.N. (What I Need) program provides after-school reading intervention led by LUCHA teachers to students who need additional support
- Interventions occur across all grade levels, during the school day led by our intervention teacher and para professionals
- LUCHA invests in the implementation of the YMCA after-school program, which includes at least one hour of homework time, and lessons based on the state standards.
- Training for teachers in differentiated instruction practices in the areas of reading and math.
- Teachers will attend curriculum workshops provided by the District Office.

Evidence-based educational practices to raise student achievement

L.U.C.H.A. School uses a wide variety of research-based educational practices to raise student achievement.

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

Parental Engagement

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

L.U.C.H.A. Elementary School uses the following resources to assist low performing students:

- A Student Success Team (SST) to address the academic and behavioral needs of students.
- Weekly Newsletters – the LUCHA Ledger – keep parents updated about resources and opportunities available to them through the school and outside community
- School-based counseling and partner community agencies provide counseling and family support to students and parents.
- Monthly Family Nights provide an opportunity for the community to gather together on Zoom around a common book to promote literacy skills and foster a sense of community
- Monthly Coffee with Principal Meetings allow parents to ask questions or share concerns with the site administrator in an informal setting
- Monthly ELAC meetings provide parents of English Learners with information about how to support their children in developing their English language skills
- W.I.N. (What I Need) program provides after-school reading intervention led by LUCHA teachers to students who need additional support
- YMCA assists students with homework and enrichment activities.
- Literacy Tutoring program supports our Tier 3 students with small group tutoring led by our intervention teacher and para professionals during the day

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

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

Funding

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

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

- Teachers are provided stipends to conduct home visits at the beginning of the year to get to know their students and families better and create a strong partnership to support the child.
- An MOU with the teacher's union was created to extend the Kindergarten day. As part of this MOU, the school must pay for a two hour para professional in each Kinder classroom
- WIN (What I need) time where students receive an extra hour of instruction for targeted intervention (teachers are paid extended duty to teach WIN time)
- The Little Heroes program provides after school tutoring and mentoring to support students

Fiscal support (EPC)

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

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In creating the SPSA teachers, parents, students, and community members were an important part of the process. Information was collected via surveys, staff meetings, parent coffees, school site council and ELAC meetings.

Resource Inequities

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	%	0.38%	1		1
Asian	4.0%	4.44%	3.45%	11	11	9
Filipino	2.2%	2.02%	1.92%	6	5	5
Hispanic/Latino	91.6%	91.53%	91.95%	252	227	240
Pacific Islander	%	%	0.38%			1
White	1.5%	1.61%	1.15%	4	4	3
Multiple/No Response	0.4%	0.40%	0.77%	1	1	2
			Total Enrollment	275	248	261

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	47	40	37
Grade 1	47	35	42
Grade 2	45	45	40
Grade3	49	39	53
Grade 4	50	47	49
Grade 5	37	42	40
Total Enrollment	275	248	261

Conclusions based on this data:

1. Kindergarten enrollment has declined over the past few years.
2. Our 5th grade enrollment is decreasing as some students matriculate to middle schools that begin in 5th grade.
3. TK/T4 students are not included in these enrollment numbers.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	103	131	149	37.50%	52.8%	57.1%
Fluent English Proficient (FEP)	78	56	39	28.40%	22.6%	14.9%
Reclassified Fluent English Proficient (RFEP)	3			2.9%		

Conclusions based on this data:

1. LUCHA is seeing an increase in English Learners enrolled at our school.
2. Many of these newly enrolled English Learners are newcomers with very limited skills in English.
3. LUCHA's rate of reclassification has decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	40		0	40		0	40		0.0	100.0	
Grade 4	49	46		0	46		0	46		0.0	100.0	
Grade 5	37	41		0	39		0	39		0.0	95.1	
All Grades	135	127		0	125		0	125		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.			15.00			12.50			20.00			52.50	
Grade 4		2406.			10.87			13.04			23.91			52.17	
Grade 5		2490.			12.82			35.90			20.51			30.77	
All Grades	N/A	N/A	N/A		12.80			20.00			21.60			45.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			60.00			27.50	
Grade 4		2.17			76.09			21.74	
Grade 5		12.82			56.41			30.77	
All Grades		8.80			64.80			26.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.00			45.00			50.00	
Grade 4		4.35			54.35			41.30	
Grade 5		15.38			66.67			17.95	
All Grades		8.00			55.20			36.80	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			60.00			30.00	
Grade 4		10.87			67.39			21.74	
Grade 5		10.26			71.79			17.95	
All Grades		10.40			66.40			23.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			52.50			37.50	
Grade 4		13.04			47.83			39.13	
Grade 5		10.26			64.10			25.64	
All Grades		11.20			54.40			34.40	

Conclusions based on this data:

1. 4th grade student scores were the lowest - most particularly in the areas of reading and writing.
2. Writing is the domain where scores are lowest. More attention should be paid to helping students produce above level writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	40		0	40		0	40		0.0	100.0	
Grade 4	49	46		0	46		0	46		0.0	100.0	
Grade 5	37	41		0	39		0	39		0.0	95.1	
All Grades	135	127		0	125		0	125		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2369.			5.00			22.50			22.50			50.00	
Grade 4		2396.			6.52			10.87			15.22			67.39	
Grade 5		2439.			5.13			7.69			28.21			58.97	
All Grades	N/A	N/A	N/A		5.60			13.60			21.60			59.20	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			32.50			55.00	
Grade 4		6.52			23.91			69.57	
Grade 5		2.56			38.46			58.97	
All Grades		7.20			31.20			61.60	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			42.50			45.00	
Grade 4		6.52			32.61			60.87	
Grade 5		2.56			64.10			33.33	
All Grades		7.20			45.60			47.20	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.00			55.00			40.00	
Grade 4		8.70			32.61			58.70	
Grade 5		10.26			43.59			46.15	
All Grades		8.00			43.20			48.80	

Conclusions based on this data:

1. 3rd grade math scores were the strongest in terms of percentage of students meeting or exceeding standards.
2. The concepts and procedures domain is the weakest area for our students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1415.2	1402.1		1426.4	1416.8		1389.2	1367.9		32	29	
1	1444.1	1436.6		1468.5	1450.6		1419.1	1422.1		29	17	
2	1476.1	1453.7		1482.6	1464.6		1469.4	1442.6		27	29	
3	1470.6	1467.1		1479.4	1462.7		1461.2	1471.1		18	21	
4	1496.6	1484.9		1503.9	1481.0		1488.9	1488.4		14	18	
5	*	1526.5		*	1503.6		*	1549.2		7	13	
All Grades										127	127	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	6.90		34.38	24.14		37.50	41.38		18.75	27.59		32	29	
1	6.90	5.88		34.48	23.53		34.48	41.18		24.14	29.41		29	17	
2	11.11	3.45		44.44	44.83		29.63	31.03		14.81	20.69		27	29	
3	0.00	0.00		33.33	28.57		50.00	38.10		16.67	33.33		18	21	
4	0.00	5.56		57.14	27.78		35.71	50.00		7.14	16.67		14	18	
5	*	15.38		*	38.46		*	46.15		*	0.00		*	13	
All Grades	6.30	5.51		40.16	31.50		36.22	40.16		17.32	22.83		127	127	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	13.79		34.38	27.59		37.50	34.48		15.63	24.14		32	29	
1	34.48	17.65		27.59	29.41		31.03	41.18		6.90	11.76		29	17	
2	22.22	24.14		51.85	44.83		18.52	24.14		7.41	6.90		27	29	
3	16.67	0.00		55.56	38.10		16.67	57.14		11.11	4.76		18	21	
4	28.57	5.56		57.14	38.89		7.14	55.56		7.14	0.00		14	18	
5	*	15.38		*	61.54		*	23.08		*	0.00		*	13	
All Grades	23.62	13.39		41.73	38.58		23.62	38.58		11.02	9.45		127	127	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	3.45		31.25	13.79		34.38	41.38		25.00	41.38		32	29	
1	0.00	0.00		34.48	23.53		17.24	41.18		48.28	35.29		29	17	
2	11.11	0.00		37.04	44.83		18.52	24.14		33.33	31.03		27	29	
3	0.00	0.00		5.56	14.29		27.78	47.62		66.67	38.10		18	21	
4	0.00	0.00		0.00	22.22		71.43	33.33		28.57	44.44		14	18	
5	*	15.38		*	30.77		*	53.85		*	0.00		*	13	
All Grades	4.72	2.36		24.41	25.20		32.28	38.58		38.58	33.86		127	127	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	20.69		75.00	62.07		6.25	17.24		32	29	
1	34.48	17.65		62.07	70.59		3.45	11.76		29	17	
2	14.81	27.59		81.48	65.52		3.70	6.90		27	29	
3	11.11	9.52		55.56	71.43		33.33	19.05		18	21	
4	14.29	44.44		78.57	44.44		7.14	11.11		14	18	
5	*	15.38		*	84.62		*	0.00		*	13	
All Grades	18.90	22.83		71.65	65.35		9.45	11.81		127	127	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.90		71.88	51.72		28.13	41.38		32	29	
1	18.52	17.65		70.37	64.71		11.11	17.65		27	17	
2	25.93	17.24		70.37	72.41		3.70	10.34		27	29	
3	27.78	4.76		66.67	76.19		5.56	19.05		18	21	
4	64.29	5.56		35.71	83.33		0.00	11.11		14	18	
5	*	30.77		*	53.85		*	15.38		*	13	
All Grades	23.39	12.60		64.52	66.93		12.10	20.47		124	127	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.13	3.45		78.13	68.97		18.75	27.59		32	29	
1	20.69	11.76		31.03	41.18		48.28	47.06		29	17	
2	11.11	10.34		55.56	62.07		33.33	27.59		27	29	
3	0.00	0.00		33.33	42.86		66.67	57.14		18	21	
4	0.00	0.00		50.00	55.56		50.00	44.44		14	18	
5	*	16.67		*	83.33		*	0.00		*	12	
All Grades	7.87	6.35		51.97	58.73		40.16	34.92		127	126	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.26	13.79		32.26	34.48		35.48	51.72		31	29	
1	0.00	0.00		60.71	70.59		39.29	29.41		28	17	
2	11.54	10.34		65.38	51.72		23.08	37.93		26	29	
3	0.00	4.76		44.44	90.48		55.56	4.76		18	21	
4	0.00	5.56		85.71	66.67		14.29	27.78		14	18	
5	*	38.46		*	61.54		*	0.00		*	13	
All Grades	10.57	11.02		56.10	59.84		33.33	29.13		123	127	

Conclusions based on this data:

1. The reading domain appears to be the area where students struggle the most
2. Students perform best in the speaking domain
3. Oral Language skills are stronger than written language skills.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
248	**79.4**	**52.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Learning in an Urban Community with High Achieveme.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	131	52.8
Foster Youth		
Homeless	2	0.8
Socioeconomically Disadvantaged	197	79.4
Students with Disabilities	21	8.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	11	4.4
Filipino	5	2.0
Hispanic	227	91.5
Two or More Races	1	0.4
Pacific Islander		
White	4	1.6

Conclusions based on this data:

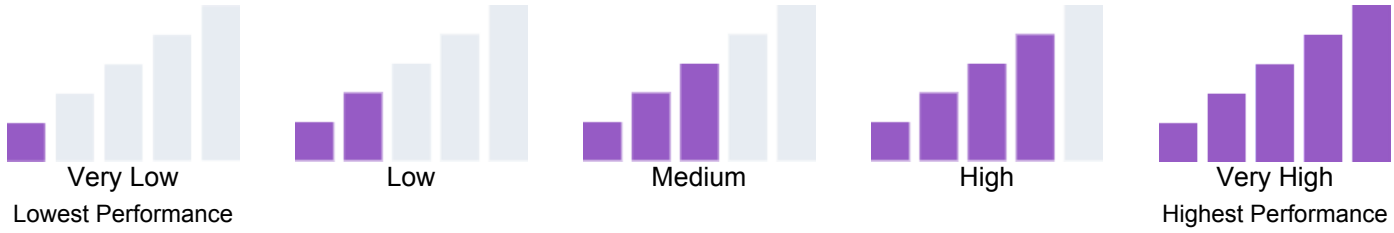
1. The largest racial student subgroup is Hispanic (91.5%).
2. Our percentage of English Language Learners increased (from 37.5% to 52.8%)
3. A significant portion of our population identify as socioeconomically disadvantaged (79.4%).

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: VeryLow		

Conclusions based on this data:

1. English Learner Progress is ranked in the very low performance band and is a significant area of concern.
2. According to Suspension Rate data, LUCHA was ranked in the highest performance level band with a very low rating.

3. According to Chronic Absenteeism data, LUCHA was ranked in the lowest performance level band.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

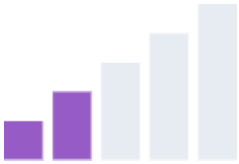
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
47.7 points below standard	75.9 points below standard	
121 Students	83 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
3 Students	59.1 points below standard	129.4 points below standard
	99 Students	17 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 4 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 57.3 points below standard 112 Students			No Performance Level 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.2 points below standard 49 Students	14.8 points below standard 34 Students	13.4 points above standard 27 Students

Conclusions based on this data:

1. Our English Learner subgroup performed significantly below our total school population.
2. While not a significant enough number of students to count as a subgroup, our students with disabilities performed much lower than our school average.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

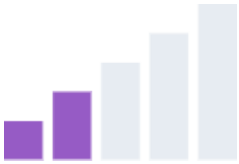
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
79.8 points below standard	102.7 points below standard	
121 Students	83 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
3 Students	91.9 points below standard	130.4 points below standard
	99 Students	17 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 4 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 87.5 points below standard 112 Students			No Performance Level 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133.8 points below standard 49 Students	57.8 points below standard 34 Students	18.3 points below standard 27 Students

Conclusions based on this data:

1. Our English Learner subgroup is performing lower than our whole school population.
2. Though not a significant number of students to form an official subgroups, our students with disabilities performed far below our whole school.
3. English only students were closest to the standard.

School and Student Performance Data

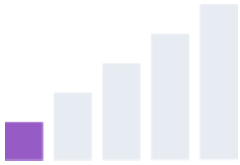
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

30.4 making progress towards English language proficiency

Number of EL Students: 92 Students

Performance Level: 1

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.2%	42.4%	1.1%	29.3%

Conclusions based on this data:

1. The majority of our students maintained their ELPI level.
2. 27.2% of students went down in their ELPAC scores from the previous year.
3. Only 29.3% of students moved forward in their ELPAC scores.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

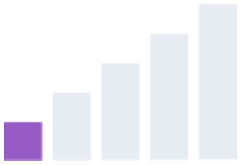
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	
22.4% Chronically Absent	26.2% Chronically Absent	
263 Students	141 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	24.2% Chronically Absent	25.7% Chronically Absent
5 Students	207 Students	35 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 27.3% Chronically Absent 11 Students	No Performance Level Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 22.3% Chronically Absent 242 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level Less than 11 Students 4 Students

Conclusions based on this data:

1. Chronic absenteeism is a serious concern at LUCHA with a large percentage of students racking up significant absences.
2. The English Learner and Students with Disabilities subgroups are the two subgroups with highest level of concern.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0.4% suspended at least one day	0% suspended at least one day	
274 Students	148 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0.5% suspended at least one day	0% suspended at least one day
5 Students	212 Students	37 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 0% suspended at least one day 11 Students	No Performance Level Less than 11 Students 6 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low 0.4% suspended at least one day 250 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level Less than 11 Students 6 Students

Conclusions based on this data:

1. LUCHA has had minimal suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Our first state test post pandemic showed a need to increase student's reading and math proficiency school wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC Data	33% 3rd-5th grade ELA SBAC in 2022 19% 3rd-5th grade Math SBAC in 2022	55% 3rd-5th grade ELA SBAC in 2023 55% 3rd-5th grade Math SBAC in 2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Scope & Sequence will specify how students will be assessed

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,369	Title I 5000-5999: Services And Other Operating Expenditures copy machines rentals, leases, maintainence

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Extra hour of instruction – Mondays & Wednesdays for literacy intervention

- Teachers will implement guided reading groups and/or literacy circles to provide students with differentiated small group literacy instruction
- YMCA staff members will also work with students during this intervention hour to provide additional targeted tutoring to students determined to be “at-risk”

Extra hour of instruction on Fridays

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries extended duty pay for teachers
800	LCFF Supplemental/Concentration 3000-3999: Benefits benefits for extended duty

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-risk students

Strategy/Activity

1:1 Tutoring by Community Partners/Volunteers for Tier 3 Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Fingerprinting

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Effective integration of technology

During grade level, ILT and PLC meetings teacher will reflect on effectiveness of using technology as an instructional strategy to assist students in accessing the core curriculum

Students will be able to access curriculum through the use of iPads, computers, laptops, LCD projectors, and Promethean Boards. As needed, replace key components of classroom technology to utilize rich interactive resources in preparation for the transition to Smarter Balance Assessment System.

This strategy would also cover the expense of licensing fees for subscriptions for online programs to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Online subscription fees and contracts for Professional Development
5,000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies for purchasing additional technology and online resources

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our Special Education department adopted a new reading intervention curriculum based off of the Science of Reading, the Sonday program, and we were able to use this program not only in our RSP classroom, but also during our three cycles of after school intervention in our WIN time program. This was a valuable tool and provided students with the phonics skills needed to improve in reading.

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

This year we were able to provide three cycles of after school intervention through our WIN time program, but the costs were covered by the district's Extended Learning grant.

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

We are looking forward to having a full time intervention teacher next year (covered by the district). This will be a huge support in leading our intervention work and supporting students who need additional academic supports!

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

100% of students will reclassify within 5 years.

Identified Need

We do not want students to become long time English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data	33% of all 3rd-5th grade met or exceeded standards in ELA SBAC in 2022 4% of all 3rd-5th grade English Language Learners met or exceeded standards in ELA SBAC in 2022 18% of all 3rd-5th grade met or exceeded standards in Math SBAC in 2019 14% of all 3rd-5th grade English Language Learners met or exceeded standards in Math SBAC in 2022	The goal is for students to show annual progress in their ELPAC scores so that they can reclassify (become RFEPS) within five years from the time they take their initial ELPAC.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

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

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

Online programs such as Imagine Learning and Lexia English will provide additional targeted support for our English Learners
(ATSI funds will be used to support this work to address our ELPI target areas)

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

Amount(s)	Source(s)
25,000	Title I 5800: Professional/Consulting Services And Operating Expenditures No Cost
5,000	ATSI 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

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

All students with targeted support to English Learners

Strategy/Activity

Teachers will engage all students in integrated learning across subject areas through project-based learning.

Students will participate in field trips and other experiential learning opportunities.

Students will showcase their learning through bi-annual Exhibition Nights.

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

Amount(s)	Source(s)
15,000	Title I 5000-5999: Services And Other Operating Expenditures

	Field Trip and transportation costs
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with particular emphasis on English Language Learners

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF Supplemental/Concentration 2000-2999: Classified Personnel Salaries Para Professionals to support Extended Day TK/Kinder
709	LCFF Supplemental/Concentration 3000-3999: Benefits Benefits for Para Professionals to support Extended Day TK/Kinder

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parent Training & Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

479.96	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Contracting with community agencies to provide training and support to parents of English Learners
500	Title I 4000-4999: Books And Supplies Provide incentives & prizes to parents who participate and attend workshops

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year, we brought back an in person Exhibition with our students showcasing their knowledge to the greater community. Over the past few years, this had to be done online because of the pandemic, but in person was the preferred medium to truly build students' public speaking skills.

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

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

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

With our school now an ATSI school due to our low reclassification rates particularly among our Sw/D and Hispanic students, we will be more vigilant about ensuring that all students are receiving high quality designated ELD blocks and that teachers are using strategies to effectively integrate ELD across all subject areas. We will be utilizing the additional ATSI funds to help us purchase online programs such as Lexia English and Imagine Learning to provide additional targeted support for our English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

The Panorama survey results for our 3rd-5th grade students all fell below the 80% favorable response goal and showed a decrease from the Fall survey to the Spring survey.
Knowledge and Fairness of Discipline, Rules and Norms: 74% favorable
Climate of Support for Academic Learning: 71% favorable
Sense of Belonging (School Connectedness): 75% favorable
Safety:62% favorable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Panorama Data	Spring 2023 Student Climate Survey Results (127 responses) Knowledge and Fairness of Discipline, Rules and Norms: 74% favorable Climate of Support for Academic Learning: 71% favorable Sense of Belonging (School Connectedness): 75% favorable Safety:62% favorable Spring 2023 Parent Survey Results (364 responses) After School Programs: 98% favorable Sense of Belonging (School Connectedness): 99% favorable Climate of Support for Academic Learning: 100% favorable	at least 80% positive response rate to all questions 90% or higher on Sense of Belonging questions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Knowledge and Fairness of Discipline, Rules and Norms: 98% favorable Safety: 96% favorable	

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

Strategy/Activity 1

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
5,000	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Stipend to pay teachers for extended time.

Strategy/Activity 2

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,831.04	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Instructional Materials and resources

Strategy/Activity 3

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

All students

Strategy/Activity

Staff members will explicitly teach social and emotional skills based on the CASEL framework through daily morning meetings and regular community circles using Kimochis curriculum and other supplemental resources.

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

Amount(s)	Source(s)
800	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Copy costs, paper, materials & supplies

Strategy/Activity 4

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

All Students

Strategy/Activity

Performing Arts Project

work with community partners to create opportunities for students to engage in visual and performing arts experiences

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

Amount(s)	Source(s)
2,074	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Little Heroes Program will be implemented with a full-time on-site Coach.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,250	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Coach
7,750	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Coach

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Creating a safe and welcome school environment continued to be a major focus at LUCHA. Teachers continued to do home visits via Zoom to create a space to get to know students and their families better at the beginning of the school year. Kimochis continued to be implemented school wide following our pre-planned scope & sequence. Our principal introduced the SEL focus for the week during our Monday morning LUCHA launch and teachers then dove deeper into throughout the week using the Kimochis curriculum.

Little Heroes provided a great additional resource in supporting our school culture during the year. In addition to weekly classroom game times our Little Heroes coach provided opportunities for student leadership in recruiting a team of 4th and 5th grade recess heroes who helped to supervise recess times. Additionally, we participated in after school sports through our soccer and flag football leagues. Our students even participated and took home the championship trophy in our district's Copita Soccer Mini World Cup. These extracurricular sports had a great positive contribution to school culture!

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

One big change was that we were unable to secure a contract with a performing arts project this year so this action item never materialized. We are hopeful to bring back this opportunity to our LUCHA leaders in the coming year!

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

The weekly school-wide focus on a specific SEL skill that teachers work with their students on in their morning meetings is something that we will continue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Tracking	This is our first year tracking volunteer data post pandemic.	100% of parents will meet their 30 hour volunteer time with ten of those hours being academic focused.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Project Cornerstone Los Dichos Reading Program
Volunteer opportunities in the classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Supported by our Parent Leader Group

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with specific focus on English Learners

Strategy/Activity

Monthly Principal's Coffee/ELAC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and supplies for workshops

Strategy/Activity 5

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)

Strategy/Activity 6

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

After the pandemic forced us to keep parents out of the classrooms, we were finally able to reopen our doors to our wonderful parent volunteers this year! Our Los DIchos program came back and we had a number of strong parent leaders emerge to take on this project. Our new community liaison did a wonderful job using her office as a central spot for parents to come and ask questions or volunteer their time!

We continued to offer opportunities for parents to be involved in school through weekly principal's coffees and monthly family nights. We were able to keep the family nights and some other parent meetings (like SSC and PLG) on Zoom as it provided a great platform to engage families more conveniently than needing to physically come into school. However, we also held events like principal's coffee in person to ensure to provide that space for families to come to campus and connect with other LUCHA parents.

Celebrating the LUCHA community at the end of the year with our traditional shirts continues to create a sense of community and pride in our parents.

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

This year we were able to execute on all of our intended actions related to parent participation!

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

This year will serve as a baseline for gathering data about parent involvement hours since it was our first year requiring the 30 hours of volunteer time since the pandemic. While many of our families did meet their goals, more work will be required to engage families that were not able to effectively engage to ensure they are fully immersed in the LUCHA community!

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 3

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 5

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

Strategy/Activity

-

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

Amount(s)	Source(s)

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified

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

Strategy/Activity

T

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$59,786.00
Total Federal Funds Provided to the School from the LEA for CSI/ATSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$105,563.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$62,093.00

Subtotal of additional federal funds included for this school: $62,093.00

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

State or Local Programs	Allocation ($)
ATSI	$5,000.00
LCFF Supplemental/Concentration	$38,470.00

Subtotal of state or local funds included for this school: $43,470.00

Total of federal, state, and/or local funds for this school: $105,563.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	62,093	0.00
LCFF Supplemental/Concentration	38,470	0.00
ATSI	5000	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristin Burt	Principal
Lara Shaffer	Classroom Teacher
Lisa Rogers	Classroom Teacher
Kathleen Berryessa	Classroom Teacher
Elizabeth Musquez	Other School Staff
Ella Mae Mondina	Parent or Community Member
Yusara Millan	Parent or Community Member
Azalia Arellano	Parent or Community Member
Saide Castrejon	Parent or Community Member
Angelita Echeveste	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 19, 2023.

Attested:

Principal, Kristin Burt on 4/19/23

SSC Chairperson, Ella Mae Mondina on 4/19/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019