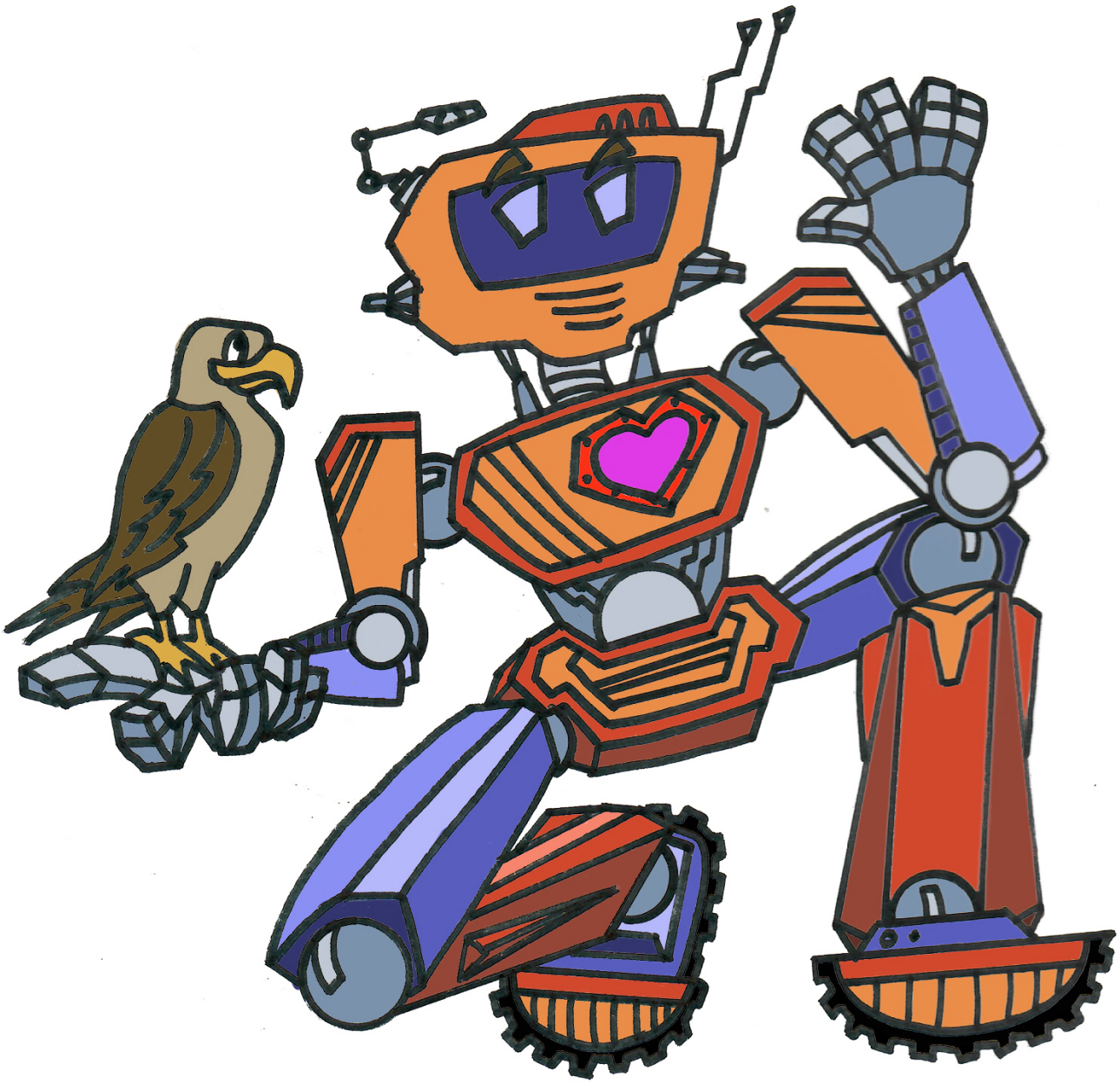
School Year: **2023-24**



SAN ANTONIO ELEMENTARY

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
San Antonio Elementary School	43-69369-6046304	April 27, 2023	June 8, 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 school's plan is to align district and school goals. It is our intention to use our resources in a meaningful way that will maximize our coherence, supports, and programing to accomplish our stated goals.

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).

San Antonio administers the ARUSD coordinated Panorama survey to students, parents, and staff twice every year (Fall & Spring). Parents are asked about their child's safety, academics, and engagement. Additionally, San Antonio solicits ongoing teacher input to inform professional development planning and well as surface areas of need and organizational successes through staff meetings or instructional leadership team meetings.

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 ("walkthroughs") focused on classroom instruction in all classrooms TK – 5. Feedback is provided to teachers. For the last three years, we have focused on improving teaching and learning for mathematics, developing our coding program, and the socio-emotional wellbeing of our students: using key instructional strategies and instructional practices to support learners in developing mastery of State CCSS grade-level standards. Since the return to in-person instruction, classroom observations and feedback have focused on social-emotional learning practices, teaching & learning in written language. Teachers are also encouraged to complete peer observations and engage in regular grade-level collaborations. Additionally, the site administrator conducts two formal observations for each teacher who is being formally evaluated. Furthermore, the site administrator works with our school partners to collaborate, observe and provide feedback on enrichment programs offered to students before, during, and after school in alignment with our focus as a site.

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)

San Antonio teachers engage in regular inquiry sessions within grade levels and across grade levels to deepen their knowledge of instructional programs, instruction, and assessment data, as well as constantly monitor student progress towards the mastery of standards. Teachers administer different assessments to inform instruction and use diagnostics and data to monitor progress, inform instruction or identify additional wrap-around supports.

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

During grade-level meetings, staff analyzes student results from standards-aligned formative assessments to develop specific plans that include strategic plans for student learning. Grade levels meet regularly during weekly collaboration time and during set monthly times to engage in facilitated collaboration to reflect on instructional scope and sequence and progress for the year.

We use the following multiple assessments to monitor student achievement:

- Benchmark Advance-Leveled Screener
- BookNook - Leveler
- CAASPP (SBAC, CAST, CAA and SBAC Interim Blocks)
- Accelerated Reader STAR Assessment
- Fastbridge Math and ELA diagnostic (aReading, AUTOReading, aMath, and CBMath)
- ELPAC Summative and Initial Assessment
- ESGI (TK, K, and 1st grade)
- Panorama Education Staff, Student and Parent Surveys
- SIPPS

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- The Principal is Assembly Bill (AB) 75/430 trained on State Board of Education adopted instructional materials.
- Teachers meet the guidelines of being highly qualified.

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

Teachers have access to training on State Board of Education-adopted instructional materials and acclaimed conferences specific to teachers' content area.

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

School-wide staff development is promoted at San Antonio to maximize student learning in technology, reading, science, language arts, English language development, and mathematics. Staff development is specifically aligned with the content standards, student assessment, and professional needs. San Antonio's Instructional Leadership Team (ILT) develops and supports the implementation of San Antonio's Theory of Action and also serves as facilitator of the staff's shared learning.

The following professional development activities focus on standards-based instructional practices:

- The principal participates in district leadership professional development through principals' professional learning community, and grade-level collaboration on curriculum, instruction, and assessment.
- Teachers participate in district and school-grade level meetings that focus on standards-based instructional programs.
- Teachers received training on analyzing multiple assessments and using technology to monitor academic achievement for all students in reading, language arts, and mathematics.
- Teachers have received training on "Restorative Justice" practices through the implementation of SEEDs and actively apply restorative practices in staff and student spaces.

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

San Antonio has instructional assistance and support for teachers provided by the principal and teacher content experts as well as support from the district's Division of Instructional Services. In addition, teachers participating in the BTSA program meet weekly with a district-assigned instructional coach. Teachers also have the option to join professional learning communities on various topics throughout the year. PLCs are offered and facilitated through our district office or school partners.

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

San Antonio staff meets 35 times per year for grade-level and site meetings. Teachers collaborate weekly by grade level and monthly by cross grade-level teams.

Teaching and Learning

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

Teachers meet weekly in grade-level meetings to engage in inquiry and reflection with the aim of developing backward planned standards-based lessons to meet the needs of students. The San Antonio principal and instructional leadership team collaborate with staff to align curriculum, instruction, and assessments with content standards to ensure that all students have access to a comprehensive quality program.

- Teachers submit weekly lesson plans, identifying the specific standards their grade level has agreed to target in reading, language arts, mathematics social studies, and science based on a year-long scope and sequence.
- All teachers use the district-adopted programs, which are aligned to the California Common Core State Standards
- The instructional leadership team actively supports the quality implementation of the district-adopted instructional program.

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

Kindergarten students receive 200 minutes of instruction daily. Students in grades 1st-3rd receive 305 minutes of instruction four days a week and 230 minutes of instruction one day a week. Students in grades 4th-5th receive 325 minutes of instruction four days a week and 250 minutes of instruction one day a week because the District has adopted a 4/1 schedule. Instructional minutes in reading and mathematics are adhered to as evidenced in teacher lesson plans.

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

Teachers at San Antonio unitize year-long scope and sequences to create their unit plans and to inform small-group instruction.

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

District adopted materials are available in the classroom in all content areas. These materials are available in hard copy and soft copy form. Teachers also incorporate additional standards-based supplemental materials and activities to support their instruction.

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

San Antonio uses State Board of Education adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Each teacher uses multiple data points to identify students' needs in order to develop, deliver and monitor subject area instruction. Each teacher has identified students classified as English learners by their ELPAC performance level and differentiates instruction and assignments to better serve and support these students. Conferences are held during the year. During conferences, the student, parent(s), and teacher meet to review the student’s work, grades, academic progress, and individual learning plans. Students needing additional support are given priority admission to interventions. Within tier II interventions, students receive targeted support in identified areas of need.

Evidence-based educational practices to raise student achievement

Teachers at San Antonio implement instructional strategies co-created as a staff on our area(s) of focus to increase depth of knowledge, rigor and student achievement. Additionally, teachers leverage Constructed Meaning practices to implement integrated English language development support during instruction. The principal uses ongoing instructional learning walks to gather data around the state of teaching and learning. Strategies include gradual release of responsibility, CUBES math strategy, use of word walls, sentence frames, designated and integrated ELD, Constructing Meaning strategies, and explicit vocabulary instruction.

Parental Engagement

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

San Antonio school informs parents about upcoming events and activities through Class Dojo, ParentSquare, and newsletters.

The following resources for parents are in place:

- Parent education classes and Parent University.
- San Antonio's website provides parents with news and school event information.
- Back-to-School Night in the fall to inform parents about the standards appropriate to their student's grade level and the procedures used to evaluate their student's progress.
- Parent/teacher conferences in the fall and as needed for at-risk students.
- Open House in the spring to engage parents in their child's learning, while also sharing information on state assessments.
- Student Success Team (SST) meets to brainstorm strategies to meet the students' needs.
- School Site Council (SSC) meetings to provide parents a voice in decision-making for San Antonio.
- English Learners Advisory Committee (ELAC) to provide parents a voice in decision-making for San Antonio's students identified as English learners.
- Ongoing parent huddles/cafecitos with the principal to listen to parent needs.
- Workshops through the Alum Rock Counseling Center - Strengthening Families Program.
- Workshops through the "Yes We Can Read" Grail Family Program.
- Weekly Hawk Huddle to celebrate student successes and highlight weekly activities.
- Monthly Cafecitos (Parent Coffee)
- Quarterly Epic Builds (Tk-5)
- Monthly Los Dichos reading program

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)

Parents, community representatives, classroom teachers, other school personnel, and students were involved in the planning, implementation, and evaluation of consolidated application programs, and were involved in drafting the San Antonio's Single Plan for Student Achievement.

Funding

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

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

- Title I funds are used to fund extended teacher collaboration time with a focus on supporting the neediest students by improving program implementation and improving teaching and learning.
- Title I and LCAP funds are used to fund family involvement activities.
- Title I and LCAP funds are used to provide intervention programs.
- Title I and LCAP funds are used to purchase supplementary materials to support the core programs.

Within the above mentioned categorical funds, the following categorically funded services and personnel are utilized to help students meet California's Common Core Standards:

- Reading Partners - provides support to students no more than 2 years behind grade level in grades 1-4.
- Book Nook - Used for working in small guided reading groups.
- Imagine Math - targeted standards-aligned mathematics support for students to meet grade-level content standards.
- Accelerated Reader - supports students' reading comprehension in grades 1-5 at their personal grade level (ZPD).
- RAZKids - supports students' reading comprehension in grades TK-2 at their personal grade level (ZPD).
- Little Heroes - supports students' physical and socio-emotional well-being is to empower, mentor, and provide children in program with a multitude of outlets to establish healthy bodies and minds.

Fiscal support (EPC)

San Antonio relies on several funding sources: categorical, unrestricted, and donations. Categorical funds are from Title I, Title III and LCAP. Unrestricted funding comes from general education and lottery. Donations are from private donors.

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, all community members and stakeholders (teachers, parents, students, and community members) were consulted and contributed to the process. Information was collected via surveys, staff meetings, parent coffees, School Site/ELAC Council meetings as well as our PTA meetings and staff meetings.

Resource Inequities

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

Returning to in-person instruction post-COVID-19 distance learning, we have worked with our school families to ensure that all students needing a device (Chromebook or iPad) have one. Additionally, some parents have expressed that navigating dominant English language discourses continues to be a factor in their ability to support and be involved in their child's education. Lots of students don't have wi-fi at home. With regards to summer extended learning opportunities, summer school intervention programs are difficult for students to attend due to a lack of transportation, and summer care. We have an increased need to provide social-emotional learning support for students. Although we offer counseling support, this is for only 3 days a week. Our field is significantly impacted. There are large patches of no grass, which impacts our use of it.

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	%	%	0.28%	0		1
African American	2.4%	2.77%	1.41%	7	7	5
Asian	10.9%	11.86%	12.39%	32	30	44
Filipino	4.4%	4.74%	1.69%	13	12	6
Hispanic/Latino	78.6%	78.26%	82.54%	231	198	293
Pacific Islander	%	%	0%	0		0
White	%	0.40%	0.28%	0	1	1
Multiple/No Response	3.7%	1.98%	1.41%	11	5	5
			Total Enrollment	294	253	355

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	47	30	47
Grade 1	44	43	41
Grade 2	50	41	55
Grade3	47	45	66
Grade 4	59	44	78
Grade 5	47	50	68
Total Enrollment	294	253	355

Conclusions based on this data:

1. Our two largest racial student subgroups are Latinx and Asian.
2. Our enrollment has increase by more than 100 students.
3. We have gone from 2 third grade classes to 3. We have gone from 1 1/2 5th grade classrooms to 2 1/2 5th grade classrooms.

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	117	138	209	39.80%	54.5%	58.9%
Fluent English Proficient (FEP)	68	48	52	23.10%	19.0%	14.6%
Reclassified Fluent English Proficient (RFEP)	5			4.3%		

Conclusions based on this data:

1. The number of students identified as English learners has continued to increase for the past 3 years.
2. Because of the COVID-19 pandemic and distance learning, there has been a significant decrease in the number of students reclassified to fluent English proficient.
3. Approximately two-thirds of students are multilingual and have a home language other than English.

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	48	47		*	47		*	47		*	100.0	
Grade 4	56	49		*	49		*	49		*	100.0	
Grade 5	46	43		*	42		*	42		*	97.7	
All Grades	150	139		*	138		*	138		*	99.3	

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	*	2357.		*	14.89		*	8.51		*	19.15		*	57.45	
Grade 4	*	2378.		*	6.12		*	6.12		*	22.45		*	65.31	
Grade 5	*	2410.		*	4.76		*	14.29		*	19.05		*	61.90	
All Grades	N/A	N/A	N/A	*	8.70		*	9.42		*	20.29		*	61.59	

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	*	12.77		*	42.55		*	44.68	
Grade 4	*	4.08		*	61.22		*	34.69	
Grade 5	*	4.76		*	47.62		*	47.62	
All Grades	*	7.25		*	50.72		*	42.03	

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	*	10.64		*	44.68		*	44.68	
Grade 4	*	2.04		*	44.90		*	53.06	
Grade 5	*	16.67		*	35.71		*	47.62	
All Grades	*	9.42		*	42.03		*	48.55	

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	*	4.26		*	72.34		*	23.40	
Grade 4	*	0.00		*	65.31		*	34.69	
Grade 5	*	4.76		*	54.76		*	40.48	
All Grades	*	2.90		*	64.49		*	32.61	

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	*	10.64		*	48.94		*	40.43	
Grade 4	*	2.04		*	59.18		*	38.78	
Grade 5	*	2.38		*	50.00		*	47.62	
All Grades	*	5.07		*	52.90		*	42.03	

Conclusions based on this data:

1. 3rd grade has more students above standard in Reading and Research/Inquiry than 4th and 5th grade.
2. 5th grade had more students above standard in Writing than 3rd and 4th grade.
3. Because of the COVID-19 pandemic and the reality that student learning was largely virtual, students need targeted support to continue developing in written language (i.e., writing, decoding, comprehension, reading, handwriting, spelling, written composition -- argumentative, informational/explanatory, narrative).

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	48	47		*	47		*	47		*	100.0	
Grade 4	56	49		*	49		*	49		*	100.0	
Grade 5	46	43		*	42		*	42		*	97.7	
All Grades	150	139		*	138		*	138		*	99.3	

* 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	*	2380.		*	2.13		*	21.28		*	29.79		*	46.81	
Grade 4	*	2397.		*	0.00		*	10.20		*	34.69		*	55.10	
Grade 5	*	2423.		*	4.76		*	7.14		*	21.43		*	66.67	
All Grades	N/A	N/A	N/A	*	2.17		*	13.04		*	28.99		*	55.80	

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	*	8.51		*	48.94		*	42.55	
Grade 4	*	4.08		*	34.69		*	61.22	
Grade 5	*	4.76		*	40.48		*	54.76	
All Grades	*	5.80		*	41.30		*	52.90	

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	*	8.51		*	38.30		*	53.19	
Grade 4	*	4.08		*	36.73		*	59.18	
Grade 5	*	4.76		*	38.10		*	57.14	
All Grades	*	5.80		*	37.68		*	56.52	

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	*	6.38		*	63.83		*	29.79	
Grade 4	*	4.08		*	57.14		*	38.78	
Grade 5	*	7.14		*	38.10		*	54.76	
All Grades	*	5.80		*	53.62		*	40.58	

Conclusions based on this data:

1. Grade 3 has an overall score of "standard met" in overall achievement than grades 4 and 5.
2. Grade 3 has a higher percentage of "at or near standard" in all areas in Math as compared to 4th and 5th grade.
3. 5th grade has a higher percentage of students "above standard" in Communicating Reasoning.

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	1407.3	1418.3		1420.1	1436.6		1377.1	1375.4		38	28	
1	1427.4	1425.6		1446.1	1448.4		1408.4	1402.4		21	25	
2	1466.7	1429.9		1474.4	1444.5		1458.4	1415.0		27	24	
3	1457.1	1445.2		1454.8	1436.6		1458.9	1453.2		19	29	
4	1407.7	1465.5		1404.8	1457.6		1410.0	1472.9		22	18	
5	*	1494.6		*	1497.7		*	1490.7		10	18	
All Grades										137	142	

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	5.26	10.71		31.58	39.29		47.37	35.71		15.79	14.29		38	28	
1	0.00	0.00		26.32	20.00		36.84	52.00		36.84	28.00		19	25	
2	12.50	4.17		41.67	12.50		29.17	50.00		16.67	33.33		24	24	
3	0.00	3.45		11.11	20.69		61.11	44.83		27.78	31.03		18	29	
4	0.00	5.56		15.00	16.67		45.00	44.44		40.00	33.33		20	18	
5	*	5.56		*	33.33		*	38.89		*	22.22		*	18	
All Grades	3.88	4.93		26.36	23.94		41.86	44.37		27.91	26.76		129	142	

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	10.53	14.29		31.58	39.29		42.11	35.71		15.79	10.71		38	28	
1	10.53	20.00		31.58	24.00		47.37	44.00		10.53	12.00		19	25	
2	29.17	8.33		20.83	29.17		41.67	50.00		8.33	12.50		24	24	
3	11.11	3.45		38.89	31.03		11.11	37.93		38.89	27.59		18	29	
4	15.00	22.22		25.00	33.33		30.00	16.67		30.00	27.78		20	18	
5	*	33.33		*	33.33		*	16.67		*	16.67		*	18	
All Grades	13.95	15.49		30.23	31.69		34.88	35.21		20.93	17.61		129	142	

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	2.63	0.00		15.79	35.71		63.16	35.71		18.42	28.57		38	28	
1	0.00	0.00		31.58	20.00		10.53	24.00		57.89	56.00		19	25	
2	8.33	4.17		37.50	12.50		25.00	25.00		29.17	58.33		24	24	
3	0.00	0.00		5.56	17.24		55.56	37.93		38.89	44.83		18	29	
4	0.00	0.00		5.00	11.11		35.00	27.78		60.00	61.11		20	18	
5	*	5.56		*	0.00		*	55.56		*	38.89		*	18	
All Grades	2.33	1.41		17.83	17.61		39.53	33.80		40.31	47.18		129	142	

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	7.89	32.14		76.32	57.14		15.79	10.71		38	28	
1	26.32	24.00		63.16	72.00		10.53	4.00		19	25	
2	20.83	8.33		70.83	66.67		8.33	25.00		24	24	
3	0.00	34.48		72.22	44.83		27.78	20.69		18	29	
4	10.00	44.44		50.00	33.33		40.00	22.22		20	18	
5	*	22.22		*	66.67		*	11.11		*	18	
All Grades	12.40	27.46		68.22	57.04		19.38	15.49		129	142	

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	7.89	17.86		71.05	57.14		21.05	25.00		38	28	
1	0.00	4.17		84.21	75.00		15.79	20.83		19	24	
2	26.09	8.33		65.22	75.00		8.70	16.67		23	24	
3	17.65	3.45		52.94	55.17		29.41	41.38		17	29	
4	20.00	22.22		50.00	38.89		30.00	38.89		20	18	
5	*	55.56		*	22.22		*	22.22		*	18	
All Grades	15.08	16.31		62.70	56.03		22.22	27.66		126	141	

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	2.63	3.57		78.95	75.00		18.42	21.43		38	28	
1	15.79	8.00		21.05	24.00		63.16	68.00		19	25	
2	30.43	4.35		47.83	43.48		21.74	52.17		23	23	
3	0.00	0.00		29.41	41.38		70.59	58.62		17	29	
4	5.00	0.00		30.00	37.50		65.00	62.50		20	16	
5	*	7.14		*	14.29		*	78.57		*	14	
All Grades	9.45	3.70		46.46	42.22		44.09	54.07		127	135	

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	25.00	21.43		44.44	42.86		30.56	35.71		36	28	
1	5.56	0.00		44.44	62.50		50.00	37.50		18	24	
2	0.00	8.33		61.90	37.50		38.10	54.17		21	24	
3	5.56	6.90		66.67	58.62		27.78	34.48		18	29	
4	0.00	5.56		55.00	44.44		45.00	50.00		20	18	
5	*	5.88		*	58.82		*	35.29		*	17	
All Grades	9.02	8.57		51.64	50.71		39.34	40.71		122	140	

Conclusions based on this data:

1. Kindergarten has the highest overall Level 4 score in oral language than any other grade level.
2. 5th grade has a higher (level 4) score in Written Language than any other grade level.
3. Kindergarten has the highest score in the Writing Domain.

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**
253	**91.7**	**54.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in San Antonio Elementary School.	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	138	54.5
Foster Youth		
Homeless	5	2.0
Socioeconomically Disadvantaged	232	91.7
Students with Disabilities	29	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	2.8
American Indian		
Asian	30	11.9
Filipino	12	4.7
Hispanic	198	78.3
Two or More Races	5	2.0
Pacific Islander		
White	1	0.4

Conclusions based on this data:

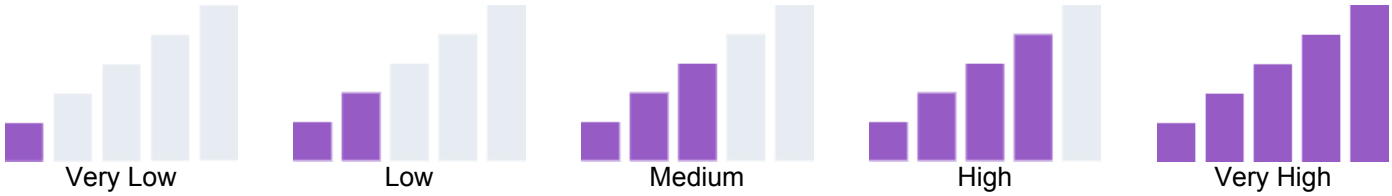
1. A significant number of our students are classified as socioeconomically disadvantaged (91.7%). This number has increased from last year of (88.1%).
2. The largest racial student subgroup is Hispanic (78.3%).
3. 54.5% of our students are identified as English learners. That is up from last year of 39.8%.

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	Chronic Absenteeism	Suspension Rate
Very Low	Low	Medium
Mathematics		
Low		
English Learner Progress		
VeryLow		

Conclusions based on this data:

1. Students are performing very low in ELA as compared to Math which is low.
2. Our EL progress is very low.
3. Suspension rate is medium. Chronic Absenteeism is low.

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.

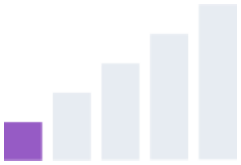
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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
Very Low	Very Low	
72.5 points below standard	85.5 points below standard	
123 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
2 Students	80.5 points below standard	101.8 points below standard
	114 Students	24 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 3.4 points below standard 17 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 93.1 points below standard 97 Students	No Performance Level 3 Students		No Performance Level 0 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**
107.0 points below standard 57 Students	40.2 points below standard 27 Students	38.2 points below standard 29 Students

Conclusions based on this data:

1. All students (72.5 points below standard), including ELs (85.5 points below standard) and Socioeconomically Disadvantaged students (80.5 points below standard) all scored very low in ELA.
2. Hispanic students scored (93.1% points below standard) in ELA (very low).
3. English Only students (38.2 points below standard) scored slightly higher in ELA than ELs (107 points below standard) and Reclassified ELs (40.2 points below standard).

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.

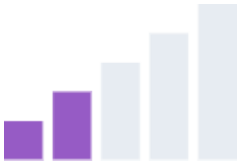
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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	Low	
71.7 points below standard	78.6 points below standard	
123 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	77.2 points below standard	108.5 points below standard
	114 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 22.1 points below standard 17 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 86.4 points below standard 97 Students	No Performance Level 3 Students		No Performance Level 0 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**
90.4 points below standard 57 Students	53.5 points below standard 27 Students	57.7 points below standard 29 Students

Conclusions based on this data:

1. All students (71.7%), ELs (78.6), and Socioeconomically Disadvantaged (77.2%) scored in the low category (points below standard).
2. Hispanic students scored in the low category (86.4%) points below standard.
3. English Learners (90.4 points below standard) scored lower than reclassified ELs (53.5 points below standard) and English Only students (57.5 points below standard).

School and Student Performance Data

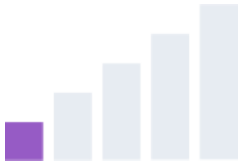
Academic Performance
English Learner Progress

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

28.1 making progress towards English language proficiency

Number of EL Students: 96 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
32.3%	39.6%	0.0%	28.1%

Conclusions based on this data:

1. 32.3% of students identified as English learners have decreased on ELPI level.
2. 39.6% of ELs have maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
3. 28.1% of ELs have progressed at least one ELPI Level.

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. No data at this time.

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
0	0	3	1	1

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
Low	Low	
4.8% Chronically Absent	3.1% Chronically Absent	
292 Students	160 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
35.7% Chronically Absent	5.3% Chronically Absent	5.1% Chronically Absent
14 Students	266 Students	39 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		Very Low	No Performance Level
Less than 11 Students		0% Chronically Absent	0% Chronically Absent
7 Students		32 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level		No Performance Level
5.2% Chronically Absent	Less than 11 Students		Less than 11 Students
232 Students	7 Students		2 Students

Conclusions based on this data:

1. All students (4.8% chronically absent) and ELs (3.1% chronically absent) scored low. Socioeconomically Disadvantaged students (5.3% chronically absent) scored medium.
2. Asian students (0% chronically absent) scored Very Low.
3. Hispanic Students (5.2% chronically absent) scored medium.

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. No data at this time.

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).

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	1	4	0	0

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
Medium	Medium	
2% suspended at least one day	1.2% suspended at least one day	
302 Students	165 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
0% suspended at least one day	1.8% suspended at least one day	2.5% suspended at least one day
15 Students	275 Students	40 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		High	No Performance Level
Less than 11 Students		3.1% suspended at least one day	0% suspended at least one day
7 Students		32 Students	12 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
1.7% suspended at least one day	Less than 11 Students		Less than 11 Students
240 Students	9 Students		2 Students

Conclusions based on this data:

1. All Students (2% suspended at leas one day), ELs (1.2% suspended at least one day), and Socioeconomically Disadvantage students (1.8% suspended at least one day) all scored Medium.
2. Asian students (3.1% suspended at least one day) scored High.
3. Hispanic students (1.7% suspended at lease one day) scored Medium.

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

Goal: By June 2023, we as a San Antonio team will provide opportunities that will assist all students to grow in written language by:

- Utilize grade-level collaborations to deepen shared understanding of instructional practices (Step Up to Writing) and grade-level CCSS ELA and writing standards to create standards-aligned instructional units on our focus standards and writing focus to increase the number of students above standard by 10% and 100% of students illustrating growth on the ELA grade-level summative assessments.

Identified Need

Students need targeted support to continue developing in written language (i.e., writing --decoding + comprehension -- and reading -- handwriting, spelling, written composition (i.e, argumentative, informational/explanatory, narrative). Also, students need support in phonological awareness (explicit phonics instruction).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Per 2018-19 SBAC diagnostics: • 38.73% of 3rd-5th grade students placed Standard Not Met (level 1) • 19.67% 3rd-5th grade students placed Standard Nearly Met (LEVEL 2) • 27.17% of 3rd-5th grade students placed Standard Met (LEVEL 3) • 14.45% 3rd-5th grade students placed Standard Exceeded (LEVEL 4)	Grades 4-5: students will grow one performance level (band) in Reading/ELA as measured by the Smarter Balanced Summative Assessments or California Alternate Assessment.
Fastbridge (2nd through 5th) - aReading.	Per 2021-22 Spring diagnostics: • high risk - 37%	Illustrate a 10% decrease in at risk students and a 10% increase of on Track students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• some risk - 35% • low risk - 22% • On Track SBAC - 6%	as measured by the 2022-23 Spring Fastbridge aReading diagnostic.
ESGI (TK through 1st)	Per 2021-22 diagnostics: TK/K • Uppercase Letters (RF.1d) - 83% correct • Lowercase Letters (RF.1d) - 78% correct • Rhyme Awareness - 62% correct • Uppercase Sounds (RF.3) - 73% correct • Lowercase Sounds (RF.3) - 75% correct 1st Grade • Segmenting - 55% correct • Decode CVC Words - 72% correct	All students TK through Kinder will master lower/uppercase letters and sounds and rhyme awareness as measured by the 2022-23 Spring ESGI diagnostic. While 80% of 1st grade students will be able to decode CVC words and 60% will be able to segment.

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

Utilize grade-level collaborations and full day releases to deepen shared understanding of instructional practices and grade-level standards/practices as well as support shared learning around instructional practices/teacher extended duty.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,144.00	Title I

	1000-1999: Certificated Personnel Salaries 7,144.00
779.34	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 779.34

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

Implement digital instructional programs and licensing agreements to support students' development in grade-level content via a blended learning and differentiated platforms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,700.00	Title I 5000-5999: Services And Other Operating Expenditures 19,700.00
	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

Strategy/Activity

Purchase school supplies, materials and equipment such as, but not limited to materials for grades to support routines, supplemental materials, classroom library books, AV equipment, document cameras, printers, computers, software, maintenance of computers and print shop orders to deepen student teaching and learning and ensure equitable access. Additionally, students will have access to computers and iPads to improve: vocabulary, language skills and provide blended and personalized learning opportunities. Headphones will be used for literacy centers in support of teacher facilitated small group instruction for expanding ELA and reading awareness. Additionally, teachers will be allotted $200.00 each to purchase supplemental materials to provide equal educational access to the California State Common Core Standards.

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)
6,500.97	Title I 4000-4999: Books And Supplies 6,500.97
3,400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies 3,400.00 ($200 per teacher)
6,981.38	LCFF Supplemental/Concentration 4000-4999: Books And Supplies 6,981.38

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

2nd through 5th grade students

Strategy/Activity

Utilize Reading Partners intervention to support the literacy development of students so they may increase access to grade level content and material in reading and writing.

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)
10,000.00	Title I 5000-5999: Services And Other Operating Expenditures 10,000.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

TK through 1st grade students

Strategy/Activity

Yes We Can Read! will provide targeted literacy interventions TK-1 to students identified as English learners to improve their oral and written language.

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)
0.00	None Specified

	None Specified 0.00 (No Cost - paid by District Office)

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 have really focused on written language practices by ensuring we review our ELA and Writing CCSS anchor and grade-level standards while we are engaging in site/grade-level collaborative planning. Additionally, we have developed and stuck to an instructional focus calendar where we target key standards and types of writing across the site. During the 2021-22 school year, Reading Partners was unable to fulfill its contractual obligation so we pivoted and worked with The City Peace Project to provide during and after school interventions focusing on written language.

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

As a result of a reduced LCFF and Title I allocation, there was an adjustment made to the amount allocated to materials and supplies.

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.

Given that there has been significant growth in mathematics at the site, the team is continuing to implement key strategies/activities to support student mastery of standards and grade-level content. The process of developing the Area 1 goal was made through intentional collaboration with the instructional leadership team and the larger staff. With a shift away from distance learning and a move to a return to in-person instruction we see an increased need to enhance supports for students with written language and social emotional learning.

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

By 2024, all students identified as English learners will grow one English Learner Progress Indicator (ELPI) level as measured by the English Language Proficiency Assessments for California (ELPAC) or if they are a level 4 maintain their level/and or reclassify to fluent English proficient.
We will use Constructing Meaning strategies, Book Nook for Guided Reading Instruction, SIPPS, Imagine Learning, Renaissance Learning (Accelerated Reader), LUMOS (test prep) to achieve this goal.

Identified Need

More than half of our students at San Antonio are identified as English learners. Continuing to support the English language acquisition of students is a priority and need so they may access grade-level instruction and content.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Performance Level Change	Due to the COVID-19 pandemic, we have not been able to get more recent ELPAC data given that ELPAC testing was suspended during the 2019-20 school year. Performance Level Percent Change (2017-18 ELPAC to 2018-19 ELPAC) Well Developed = +4% change Moderately Developed = -2% change Somewhat Developed = 0% change Beginning = -2% change	All students identified as English learners not meeting reclassification criteria will move 1 performance level on the English Learner Proficiency Assessments for California (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)

Students identified as English learners.

Strategy/Activity

Use technological resources to support the learning of students via multiple modalities (i.e., printers, copiers (Canon and RISO) and needed components) to enhance achievement for students identified as English learners. Copy machines will provide teachers access to print materials needed to execute these plans. These expenditures are for the maintenance agreement for the copier used by teachers. This copier is solely used by teachers for supplemental instructional copies and printing.

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)
1,680.00	Title I 5000-5999: Services And Other Operating Expenditures Technology Rentals and Leases
253.03	Title I 5000-5999: Services And Other Operating Expenditures Technology Equipment Maintenance
918.75	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Technology Equipment Maintenance
500.00	Title I 5000-5999: Services And Other Operating Expenditures Technology Equipment Overages

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as English learners.

Strategy/Activity

Implement digital instructional programs and licensing agreements to support students' development in grade-level content via guided reading small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

7,000.00	Title I 5000-5999: Services And Other Operating Expenditures Contracted Services, License Agreements, Digital Programs

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.

There has been an intentional effort of school staff to support students identified as English learners in their English language acquisition. To deepen student learning of English, as well as growth as measured by the ELPAC teachers, have worked to develop their practice in using ELPAC data to inform both their instructional strategies and lessons during integrated and designated ELD. Although we have seen significant growth in the number of students reclassifying to fluent English proficient, there is still a need to support students identified as English learners to meet or exceed grade-level standards.

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 of the main differences has been that our district office has covered the cost of extended duty for after-school interventions for our students identified as English learners versus having those funds be allocated centrally via Title III funds. These after school interventions provide supplemental learning opportunities for students at the Level 1 of the ELPAC.

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.

Given that approximately over half of total San Antonio students are in this classification, the team sees the need to provide targeted supplemental time where they may intentionally work with students to meet grade-level standards. Furthermore, our district office provided access to BrainPoP ELD as a program to enhance learning opportunities for students. Additionally, Constructing Meaning cohorts were offered to the principal and teachers to deepen their instructional craft in supporting written and oral language development for students. We will continue to leverage extended learning opportunities for students and continue using Constructing Meaning strategies in the classroom.

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

By Spring 2024, we will decrease the percent of students by 10% of the needs (safety, being physical, and starting rumors) listed above. We will do this by continuing to receive SEL Professional Development, S.E.E.D.S. and implementing the Peace Path, Kimochis, and Peace Builders school wide.

Identified Need

The Panorama survey results show that only 59% of students feel safe at school. 49% of students reported that other students hit or push them. 53% of students say that others spread mean rumors about them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 - Panorama Student Survey (125 responses)	Knowledge and Fairness of Discipline, Rules and Norms (overall = 78%) Climate of Support for Academic Learning (overall = 77%) Sense of Belonging: School Connectedness (overall 76%) Safety (overall 63%)	By Spring 2023, we will decrease the percent of students not responding favorably to feeling a sense of belonging by 5%.

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

School will support the implementation of enrichment activities to support applied and experiential learning via 5th Grade Science Camp

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)
15,000.00	Title I 5000-5999: Services And Other Operating Expenditures Science Camp
6,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trips (Admissions)
6,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trips (Transportation)

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

All San Antonio students will have an opportunity to participate in Little Heroes before, during and after school to enhance fitness, collaboration and leadership skills.

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

Amount(s)	Source(s)
7,750.00	Title I 5000-5999: Services And Other Operating Expenditures Contracted Services (Little Heroes)
13,350.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Contracted Services (Little Heroes)

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

School staff and students will grow and strengthen restorative justice approaches and practices (including Peace Builders and Kimochis) as well as develop and implement the use of designated calming areas on campus. ie: Peace Path

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)
6,000.00	Title I 5000-5999: Services And Other Operating Expenditures Contracted Services (S.E.E.D.S.)
6,200.53	LCFF Supplemental/Concentration 2000-2999: Classified Personnel Salaries Classified Personnel Salaries

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

Parents will be honored and recognized for the time that they contribute supporting the school. School will support parent family training to support academic success and engagement in school activities via, but not limited to: Back to School Night, Open House, Winter Performances, Academic Nights, Los Dichos, Parent Conferences, and San Antonio Community monthly lunches, community meetings with the principal.

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)
400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Recognition materials and supplies

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

Weekly recognitions for positive reinforcement and students demonstrating the given character trait for the week/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)
300.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Recognition materials and supplies

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

Implement supports and initiatives that will serve to support the social and emotional needs of students through individual and group counseling services with Alum Rock Counseling Center's PEI program.

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)
00.00	None Specified None Specified No cost- paid by the district

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.

The community has provided input on areas they have felt are opportunities for growth. With the change in school staff, we found the need to refine site expectations to ensure we are united in our care and support of students across all grade levels. Our strategies and steps have led to a positive change and the meeting of our goal in our two focus areas: "Knowledge and Fairness of Discipline, Rules and Norms" and "Safety".

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

There is no difference between the intended implementation and the budgeted expenditures.

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 have made the intentional decision to build up our Friday morning virtual rallies where we recognize our students of the week for key character traits that are derived from PeaceBuilders. Additionally, we have brought on board a counselor and counselor intern from a local university to assist us in meeting the socio-emotional needs of our students.

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

By Spring 2024, students will respond 10% or more favorably in both self efficacy and growth mindset. We will achieve this by using Kimochis and Community (Harm) Circles to reinforce a growth mindset state of mind.

Identified Need

Based on the Panorama Survey results, only 52% of students believe they can achieve (self efficacy). Only 43% feel they can master hard topics in class (growth mindset).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2022 Student SEL Skills Survey (n=117)	I can earn an A in my classes (overall = 69%) I can do well on all my tests, even when they're difficult (overall = 60%) I can master the hardest topics in my classes (overall = 57%) I can meet all the learning goals my teachers set (overall = 79%)	By Spring 2023, 71% of students will respond favorably that they believe they can succeed in achieving academic outcomes (self-efficacy).

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

We will continue to take great importance in our school environment and rewards will be provided to students demonstrating high character values and positive actions (ie: Student of the Week recognition, awards assemblies, PeaceBuilders program, adequate access to books regarding

character building). Students will be rewarded for their academic achievement via Student of the Week, Soaring to Success positive reinforcement recognitions.

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

Amount(s)	Source(s)
500.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials, Books, and Supplies

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

School Staff and Students will continue to grow and strengthen in SEL by purchasing repleneshing materials to support the Kimochi program.

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

Amount(s)	Source(s)
1,000.00	Title I 4000-4999: Books And Supplies Materials and Supplies

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

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
	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)
	None Specified None Specified

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

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.

Due to the COVID-19 pandemic we have not been able to engage in field trips aside from our 5th grade students going to science camp. The implementation of the makerspace has certainly increased student applied learning, communication and collaboration as a way to support student self-efficacy.

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

There are no major difference between the intended implementation and the budgeted expenditures aside from not being able to go on field trips due to COVID-19 safety precautions.

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 changes that are being made are to improve the overall state of climate of student SEL skills -- self-efficacy in particular.

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)

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	$
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	$127,358.00

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	$94,528.00

Subtotal of additional federal funds included for this school: $94,528.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$32,830.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $32,830.00

Total of federal, state, and/or local funds for this school: $127,358.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	94,528	0.00
LCFF Supplemental/Concentration	32,830	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

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Iris Charest	Principal
Patricia Smith	Classroom Teacher
Rachel Lopez	Classroom Teacher
Patricia Rodriguez	Other School Staff
Nora Mejia	Other School Staff
Elizabeth Barajas	Parent or Community Member
Laura Aguirre	Parent or Community Member
Elizabeth Solis	Parent or Community Member
Leydes Velazquez	Parent or Community Member
Aurelia Bernardo	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
	English Learner Advisory Committee

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 27, 2023.

Attested:

Principal, Iris Charest on September 8, 2022

SSC Chairperson, Elizabeth Barajas on September 8, 2022

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.

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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