School Year: 2021-22

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
Juan Lagunas Soria School	56725380119412	October 25, 2021	November 17, 2021

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 Vision of Juan Lagunas Soria School is to provide a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children will believe in exceeding their potential. The Mission of Juan Laguanas Soria School is to educate and prepare confident students to become college and career ready in an ever changing global society.

As described within our Vision and Mission Statements, Juan Lagunas Soria School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Juan Lagunas Soria School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2021-2022 school year, Juan Lagunas Soria School will emphasize accelerating learning and building rigor across all core content areas with an emphasis on Technology, Arts and Language, our school's Te.A.L. Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to build their literacy or biliteracy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Juan Lagunas Soria School supports the Oxnard School District's vision for a comprehensive Student Profile and will begin aligning school-wide systems and practices to meet the seven characteristics of the OSD Student Profile, which include:
1. Innovator: Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
2. Problem Solver: Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.

3. Achiever: Students will be able to demonstrate their knowledge on local and state measures in all academic areas.
4. Global Thinker: Students will be compassionate, multilingual, multicultural, and global thinkers; able to understand and to convey pride in their identity, heritage, and history.
5. Collaborator: Students will be collaborative learners; able to communicate and learn through and with others.
6. Digital Learner: Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.
7. Focused on the Future: Students will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

At Juan Lagunas Soria School, our over-arching academic goal is to raise achievement scores for all students and all significant student subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data so as to:
1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams, Canvas - Learning Management System) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Utilizing a Multi-Tiered Systems of Support (MTSS) approach, student performance and progress are monitored by teachers implementing standards-based Tier I-Level instruction for all students. Students not meeting academic grade-level expectations are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive Tier II and/or Tier III-Level Intervention services and supports by classroom teachers before, during, and/or after the instructional day. Tier II to Tier III-Level Intervention services are provided by classroom teachers during small group instruction, English Language Development, and/or during before/after school tutoring to support students' academic skills in small group settings, including literacy intervention provided by the Literacy Intervention Teacher. In order to address our students' social, emotional, and behavioral needs, the MTSS/CST/SST process is also used to identify students who are in need of receiving individual and/or small group counselling services provided by our school counselor. Students who qualify for Special Education receive Specialized Academic Instruction, Speech and Language support, and/or Counselling support services to meet their academic, language and communication, and/or social/emotional goals identified within their Individualized Education Plans. Students are also given the opportunity, based on need and availability, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support.

Here at Juan Lagunas Soria School, we take pride in fostering a safe, positive, and professional learning environment. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (PBIS) model concentrating on STOIC (Structure, Teach

expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to promoting teacher/student relationships and managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Juan Lagunas Soria School hosts student assemblies to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. Due to current COVID-19 health and safety measures and protocols, Juan Lagunas Soria School will seek alternative pathways to engage students in social, team-based activities. While meeting these health and safety measures, our goal is to offer enrichment opportunities, such as athletics program, extracurricular clubs, and student leadership programs, for students to excel in areas outside of academics to the best extent possible.

In order for students to achieve their fullest potential, we fully understand that parent and family engagement plays a critical role in ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's schooling through a variety of engaging and meaningful educational experiences. The school's Parent and Family Engagement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. When possible, our Back to School Night, Parent Nights, Athletics program, and PTA-sponsored social events further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data driven instructional practices, by maintaining high expectations for student success, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parent and family engagement, Juan Lagunas Soria School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

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

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

Ongoing data from both formal and informal classroom observations conducted weekly in Kindergarten through 8th grades throughout the school year, along with collaboration with the school site Leadership Team and Community stakeholder committees (School Site Council, ELAC, PTA), assisted with the development of the goals, actions, and services highlighted throughout this School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systematic, purposeful, and evidence-based teacher collaboration using both formative and summative data to inform SEI/DLI instruction, identify priority curriculum standards, and develop targeted student intervention and supports; a more robust implementation of the Multi-Tiered Systems of Support Model utilizing a cycle of inquiry approach; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

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)

The school utilizes data from both formative (Star 360 Early Literacy/Reading in English, as well as Spanish for Dual Language Immersion programs, Star 360 Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

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

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative and summative assessments in order to monitor student achievement and identify key learning targets within the Common Core State Standards to inform and modify instruction. Ongoing monitoring of formative and summative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or Literacy Intervention Teacher during the instructional day or during before or after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is also offered to teachers when new curriculum is adopted and follow up training is available for continuous support with curricular materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and on the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:
All grade levels: Literacy strategies and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

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

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to:
1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams) to enhance student engagement within the current Distance Learning context; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Teaching and Learning

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

Collaboration, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis and intervention courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have equal access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based and aligned to the Common Core Standards. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Teachers first provide Tier I-Level standards-based instruction to all students, integrating all four levels of depths of complexity to increase the level of academic rigor throughout all core content areas. Through frequent, ongoing, and evidence-based collaboration, teachers are able to analyze ongoing formative assessment data to progress monitor student achievement and identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tiered System of Supports (MTSS) model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six to eight week long rounds of intensive intervention. Students not meeting the expected intervention outcomes are referred to the Coordination of Services Team (CST) process so that other school personnel (e.g., School Counselor, Outreach Coordinator, Administration) can begin to support the classroom teacher in meeting the students' academic needs. Students who continue not meeting the expected outcomes from intervention will then be referred to the Success Study Team (SST) process wherein the parent becomes an active participant in the decision-making process to identify the necessary Tier II or III-level services that are needed to address the student's academic needs. Students who still do not demonstrate adequate progress after having ongoing intensive and targeted intervention and support may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

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

Juan Lagunas Soria School provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in site-based parent groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Parent nights engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academics and social-emotional needs. Due to current COVID-19 restrictions, these events will be held virtually to ensure the school is following health and safety guidelines. Fiscal resources provided by the Juan Lagunas Soria PTA assist in supporting standards-based field trips; providing supplemental instructional resources for classroom teachers; supporting student assemblies, extracurricular activities, and athletics; and providing funding for incentives and rewards for students who meet their learning goals and achieve school success.

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)

Juan Lagunas Soria School will continue to prioritize parent and family engagement during the 2021-22 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2021-22 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals for all students and all significant subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a regular basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Juan Lagunas Soria School, categorical funding from Title I, III, and LCFF is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Categorical funding supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices. Funding also supports the Outreach Coordinator position, who is responsible for coordinating and/or facilitating parent trainings and educational workshops aimed at improving parents' ability to support their children's learning. Funds will be utilized to support the middle school Advancement Via Individual Determination (AVID) program and the Associated Student Body (ASB) student leadership program.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder 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

Juan Lagunas Soria School governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met on October 18 and October 25, 2021 to analyze 2020-21 and current 2021-22 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in Language Arts and Math, providing social/emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. The Principal met with the English Language Advisory Committee on an ongoing basis to review the SPSA and discuss the strategies which focus on increasing parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

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

Compared to the 2020-21 school year, there has been a slight increase in school allocated funding, approximately $10,146, for the 2021-22 school year. At the same time, the school district has allocated funding to cover expenditures directly related to school-level operations, including funding for one full-time 8 hour Outreach Coordinator position to support parent and family engagement, the provision of a Literacy Intervention Teacher to support literacy-based Tier II and Tier III-Level intervention for students not meeting grade-level standards, the continuation of a district-wide learning management system (Canvas), and school-wide instructional applications and programs (e.g, ST Math, Lexia, MyOn). Due to the extended COVID-19 restrictions and health and safety guidelines, certain school-related expenditures are currently not applicable, including in-person field trips, athletics, and extra-curricular activities that require parent volunteers. As a result, the only resource inequities that currently exist are those that have been generated by the pandemic and have resulted in protocols and guidelines that restrict certain types of in-person activities and events, as well as opportunities for in-person parent involvement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.1%		0	1
African American	1.26%	1.42%	1.6%	13	14	15
Asian	0.87%	1.02%	1.1%	9	10	10
Filipino	1.07%	1.22%	1.5%	11	12	14
Hispanic/Latino	91.28%	91.15%	90.7%	942	896	864
Pacific Islander	0.19%	0.2%	0.3%	2	2	3
White	4.46%	3.97%	3.4%	46	39	32
Multiple/No Response	0.87%	1.02%	1.5%	9	10	14
			Total Enrollment	1,032	983	953

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	93	94
Grade 1	95	90	95
Grade 2	101	104	90
Grade3	116	102	99
Grade 4	96	120	111
Grade 5	116	98	128
Grade 6	133	114	97
Grade 7	140	128	115
Grade 8	142	134	124
Total Enrollment	1,032	983	953

Conclusions based on this data:

From 2018 to 2021, based on ethnicity, there have been only two significant subgroups of students (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Based on analysis of student enrollment by grade level between 2018 and 2021, total enrollment has decreased by 79 students. It is important to note that this data reflects school enrollment from three (2018-19) and two (2019-20) years ago. Current Kinder through 8th grade enrollment for the 2021-22 school year is 929. This reflects a further decrease of student enrollment since the 2018-19 school year. As a result, Juan Lagunas Soria School staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	315	259	260	30.5%	26.3%	27.3%
Fluent English Proficient (FEP)	212	232	210	20.5%	23.6%	22.0%
Reclassified Fluent English Proficient (RFEP)	25	83	33	8.0%	26.3%	12.7%

Conclusions based on this data:

Based on analysis of English Learner enrollment at Juan Lagunas Soria School for the 2018-19 school year, 30.5% of Juan Lagunas Soria School's total student population were English Learners. An additional 8.0% of Juan Lagunas Soria School's total student population during the 2018-19 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient (RFEP) students. While the percentage of English Learners has remained fairly consistent throughout the past three school years from 2018 to 2021, the percentage of students being redesignated as RFEP has fluctuated from 8.0% in 2018-19 to 26.3% in 2019-20 to 12.7% in 2020-21. As a result, Juan Lagunas Soria will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day, while, at the same time, continue to monitor RFEP students' academic performance in both SEI and DLI instructional settings.

School and Student Performance Data

Star Early Literacy

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	92	6	7%	19	21%	13	14%	54	59%	657
Grade 1	86	25	29%	16	19%	12	14%	33	38%	698
Grade 2	36	22	61%	4	11%	2	6%	8	22%	718

Juan Lagunas Soria School

Conclusions based on this data:

Test results have been provided using school/district benchmarks. Based on 2021 Spring Star 360 Star Early Literacy data, 59% of Kindergarten students and 38% of 1st grade students scored at or above benchmark for their grade level. This was the first opportunity during the 2020-2021 school year to administer these assessments to students participating in in-person instruction. These results indicate that students at these grade levels will require further intervention and instructional support to improve their phonemic awareness in order to be able to improve their decoding and reading fluency skills so that they may begin comprehending grade-level passages and texts. The administration of the Star Early Literacy formative assessment is optional in 2nd grade, hence, the limited data available at this grade level in comparison to Kindergarten and 1st grade. However, it is important to note that out of the 36 students who completed this assessment, 61% of students fell within the Urgent Intervention range, making a strong case for the need for reading intervention and support in 2nd grade and up. By analyzing Star 360 formative assessment data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Reading

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	91	19	21%	15	16%	13	14%	44	48%	2.9	298
Grade 3	90	20	22%	20	22%	23	26%	27	30%	2.6	351
Grade 4	103	26	25%	14	14%	11	11%	52	50%	2.9	464
Grade 5	126	27	21%	22	17%	21	17%	56	44%	2.8	575
Grade 6	96	23	24%	18	19%	11	11%	44	46%	2.8	674
Grade 7	107	20	19%	21	20%	24	22%	42	39%	2.8	752
Grade 8	120	40	33%	21	18%	21	18%	38	32%	2.5	742

Juan Lagunas Soria School

Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on the 2021 Spring Star 360 Reading data, the percentage of students scoring at or above benchmark for each grade level ranges from 30% (3rd Grade) to 50% (4th Grade). Similar to the Star Early Literacy assessment data, these results further support the need for literacy intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' language proficiency skills. By analyzing Star 360 formative assessment data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Math

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	63	12	19%	9	14%	8	13%	34	54%	3	365
Grade 2	49	11	22%	7	14%	12	24%	19	39%	2.8	466
Grade 3	92	11	12%	26	28%	17	18%	38	41%	2.9	539
Grade 4	111	20	18%	25	23%	19	17%	47	42%	2.8	602
Grade 5	122	30	25%	23	19%	22	18%	47	39%	2.7	654
Grade 6	96	25	26%	18	19%	16	17%	37	39%	2.7	703
Grade 7	106	23	22%	18	17%	25	24%	40	38%	2.8	721
Grade 8	121	36	30%	31	26%	14	12%	40	33%	2.5	720

Juan Lagunas Soria School

Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on the 2021 Spring Star 360 Math data, the percentage of students scoring at or above benchmark for each grade level ranges from 33% (8th Grade) to 54% (1st Grade). These results further support the need for math intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' mathematics proficiency skills. By analyzing Star 360 formative assessment data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits in the area of mathematics so that they may strategically provide students opportunities during Tier I level instruction to address their specific needs in the area of mathematics through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program as well as continue to promote students' participation and engagement with ST Math, which serves as an additional instructional resource for building students' mathematical reasoning skills.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.
To provide equipment, materials and technology resources that support high quality instruction.
To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-19 CAASPP Data (All Students): Met/Exceeded: 48.8% Nearly Met: 22.3% Not Met: 28.89%	2021-22 CAASPP Expected Outcomes (All Students): Met/Exceeded: 58.8% Nearly Met: 22.3% Not Met: 18.89%
CAASPP Math	2018-19 CAASPP Data (All Students): Met/Exceeded: 24.49% Nearly Met: 31.41% Not Met: 43.8%	2021-22 CAASPP Expected Outcomes (All Students): Met/Exceeded: 34.49% Nearly Met: 31.41% Not Met: 33.8%
ELPAC	Based on 2018-19 ELPAC Overall Language data: 4.31% of all students scored at Level 1 (Beginning Stage) 32.33% of students scored at Level 2 (Somewhat Developed) 43.97% of students scored at Level 3 (Moderately Developed) 19.4% of students scored at Level 4 (Well Developed).	2021-22 ELPAC Expected Outcomes (All Students for Overall Language): Decrease percentages of students scoring at Level 1 and Level 2 to 2% and 24.33% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy 2021-22 Baseline Data (Fall, 2021)	Kindergarten Fall 2021 Baseline Data (English; N=85): At/Above Benchmark: 29% Below Benchmark: 71% Kindergarten Fall 2021 Baseline Data (Spanish; N=55): At/Above Benchmark: 42% Below Benchmark: 58% 1st Grade Fall 2021 Baseline Data (English; N=87): At/Above Benchmark: 37% Below Benchmark: 63% 1st Grade Fall 2021 Baseline Data (Spanish; N=43): At/Above Benchmark: 35% Below Benchmark: 65%	Kindergarten 2021-22 Expected Outcomes (English): At/Above Benchmark 34% (Winter); 39% (Spring) Below Benchmark: 66% (Winter); 61% (Spring) Kindergarten 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 47% (Winter); 52% (Spring) Below Benchmark: 53% (Winter); 48% (Spring) 1st Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 42% (Winter); 47% (Spring) Below Benchmark: 58% (Winter); 53% (Spring) 1st Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 40% (Winter); 45% (Spring) Below Benchmark: 60% (Winter); 55% (Spring)
STAR 360 Reading 2021-22 Baseline Data (Fall, 2021)	2nd Grade Fall 2021 Baseline Data (English; N=91): At/Above Benchmark: 34% Below Benchmark: 66% 2nd Grade Fall 2021 Baseline Data (Spanish; N=44): At/Above Benchmark: 36% Below Benchmark: 64% 3rd Grade Fall 2021 Baseline Data (English; N=84): At/Above Benchmark: 32% Below Benchmark: 68% 3rd Grade Fall 2021 Baseline Data (Spanish; N=42): At/Above Benchmark: 33% Below Benchmark: 67%	2nd Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 39% (Winter); 44% (Spring) Below Benchmark: 61% (Winter); 56% (Spring) 2nd Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 41% (Winter); 46% (Spring) Below Benchmark: 59% (Winter); 54% (Spring) 3rd Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 37% (Winter); 42% (Spring) Below Benchmark: 63% (Winter); 58% (Spring)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade Fall 2021 Baseline Data (English; N=103): At/Above Benchmark: 40% Below Benchmark: 60% 4th Grade Fall 2021 Baseline Data (Spanish; N=42): At/Above Benchmark: 24% Below Benchmark: 76% 5th Grade Fall 2021 Baseline Data (English; N=101): At/Above Benchmark: 38% Below Benchmark: 62% 5th Grade Fall 2021 Baseline Data (Spanish; N=42): At/Above Benchmark: 50% Below Benchmark: 50% 6th Grade Fall 2021 Baseline Data (English; N=125): At/Above Benchmark: 41% Below Benchmark: 59% 6th Grade Fall 2021 Baseline Data (Spanish; N=56): At/Above Benchmark: 45% Below Benchmark: 55% 7th Grade Fall 2021 Baseline Data (English; N=109): At/Above Benchmark: 39% Below Benchmark: 61% 7th Grade Fall 2021 Baseline Data (Spanish; N=47): At/Above Benchmark: 30% Below Benchmark: 70% 8th Grade Fall 2021 Baseline Data (English, N=106): At/Above Benchmark: 45% Below Benchmark: 55% 8th Grade Fall 2021 Baseline Data (Spanish; N=57): At/Above Benchmark: 49% Below Benchmark: 51%	3rd Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 38% (Winter); 43% (Spring) Below Benchmark: 62% (Winter); 57% (Spring) 4th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 45% (Winter); 50% (Spring) Below Benchmark: 55% (Winter); 50% (Spring) 4th Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 29% (Winter); 34% (Spring) Below Benchmark: 71% (Winter); 66% (Spring) 5th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 43% (Winter); 48% (Spring) Below Benchmark: 57% (Winter); 52% (Spring) 5thGrade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 55% (Winter); 60% (Spring) Below Benchmark: 45% (Winter); 40% (Spring) 6th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 46% (Winter); 51% (Spring) Below Benchmark: 54% (Winter); 49% (Spring) 6th Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 50% (Winter); 55% (Spring) Below Benchmark: 50% (Winter); 45% (Spring)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		7th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 44% (Winter); 49% (Spring) Below Benchmark: 56% (Winter); 51% (Spring) 7th Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 35% (Winter); 40% (Spring) Below Benchmark: 65% (Winter); 60% (Spring) 8th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 50% (Winter); 55% (Spring) Below Benchmark: 50% (Winter); 45% (Spring) 8th Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 54% (Winter); 59% (Spring) Below Benchmark: 46% (Winter); 41% (Spring)
STAR 360 Math 2021-22 Baseline Data (Fall, 2021)	1st Grade Fall 2021 Baseline Data (English; N=60): At/Above Benchmark: 45% Below Benchmark: 55% 1st Grade Fall 2021 Baseline Data (Spanish; N=43): At/Above Benchmark: 72% Below Benchmark: 28% 2nd Grade Fall 2021 Baseline Data (English; N=46): At/Above Benchmark: 24% Below Benchmark: 76% 2nd Grade Fall 2021 Baseline Data (Spanish; N=47): At/Above Benchmark: 57% Below Benchmark: 43%	1st Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 50% (Winter); 55% (Spring) Below Benchmark: 50% (Winter); 45% (Spring) 1st Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 77% (Winter); 82% (Spring) Below Benchmark: 23% (Winter); 18% (Spring) 2nd Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 29% (Winter); 34% (Spring) Below Benchmark: 71% (Winter); 66% (Spring)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade Fall 2021 Baseline Data (N=75): At/Above Benchmark: 29% Below Benchmark: 71%	2nd Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 62% (Winter); 67% (Spring) Below Benchmark: 38% (Winter); 33% (Spring)
	4th Grade Fall 2021 Baseline Data (N=102): At/Above Benchmark: 20% Below Benchmark: 80%	3rd Grade 2021-22 Expected Outcomes: At/Above Benchmark 34% (Winter); 39% (Spring) Below Benchmark: 66% (Winter); 61% (Spring)
	5th Grade Fall 2021 Baseline Data (N=100): At/Above Benchmark: 13% Below Benchmark: 87%	4th Grade 2021-22 Expected Outcomes: At/Above Benchmark 25% (Winter); 30% (Spring) Below Benchmark: 75% (Winter); 70% (Spring)
	6th Grade Fall 2021 Baseline Data (N=123): At/Above Benchmark: 9% Below Benchmark: 91%	5th Grade 2021-22 Expected Outcomes: At/Above Benchmark 18% (Winter); 23% (Spring) Below Benchmark: 82% (Winter); 77% (Spring)
	7th Grade Fall 2021 Baseline Data (N=107): At/Above Benchmark: 12% Below Benchmark: 88%	6th Grade 2021-22 Expected Outcomes: At/Above Benchmark 14% (Winter); 19% (Spring) Below Benchmark: 86% (Winter); 81% (Spring)
	8th Grade Fall 2021 Baseline Data (N=105): At/Above Benchmark: 10% Below Benchmark: 90%	7th Grade 2021-22 Expected Outcomes: At/Above Benchmark 17% (Winter); 22% (Spring) Below Benchmark: 83% (Winter); 78% (Spring)
		8th Grade 2021-22 Expected Outcomes: At/Above Benchmark 15% (Winter); 20% (Spring) Below Benchmark: 85% (Winter); 80% (Spring)

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School will provide staff with materials, supplies, and professional development to support teacher collaboration and full implementation of district-wide curriculum for both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) instructional settings, enhance classroom instruction and technology, and reward students with academic incentives.

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)
58166	LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Supplemental Instructional Materials and Supplies
10000	LCFF 4000-4999: Books And Supplies Technology (e.g., Computer equipment, Printers, headphones, software)
2500	LCFF 5700-5799: Transfers Of Direct Costs Graphics
250	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps
8926	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for teacher collaboration, professional development, training
3300	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development expenses for Certificated and Classified Staff

500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Shred-it: Paper Shredding & Document Destruction Services
7300	Title I 4000-4999: Books And Supplies Supplemental Instructional Materials and Supplies
300	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Registration/Entrance Fees (e.g, Spelling Bee)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

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)
6080	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend CST, SST, and Data Analysis meetings

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies (e.g., SIOP) and district adopted curriculum.

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)
7125	Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs
6080	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers to attend professional development
5000	Title III 4000-4999: Books And Supplies Spanish literacy texts to support English Learners' and Redesignated Fluent English Proficient (RFEP) students' primary language acquisition
1175	Title III 4000-4999: Books And Supplies Instructional materials and supplies to support the implementation of ELD instruction

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on learning activities.

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)
	ASES 1000-1999: Certificated Personnel Salaries

	After School Program staffing costs
	ASES 4000-4999: Books And Supplies After School Program instructional materials and related expenses

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III-level interventions to underperforming students in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

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)
	District Funded 1000-1999: Certificated Personnel Salaries One Literacy Intervention Teacher to facilitate Tier II and Tier III-level small group instruction and intervention
35500	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
	District Funded 1000-1999: Certificated Personnel Salaries Two Kindergarten paraeducators to support small group instruction
6092	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
1995	LCFF 2000-2999: Classified Personnel Salaries Paraeducator substitutes

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support registration fee expenses related to grade-level field trips that are aligned to Common Core State Standards and/or School Strand Focus.

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)
2500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration Fees
2500	LCFF 5700-5799: Transfers Of Direct Costs Field Trip Transportation Costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

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)
2125	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement
2510	LCFF 4000-4999: Books And Supplies Duplo materials and supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy 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)
	District Funded 5000-5999: Services And Other Operating Expenditures District-wide Renaissance contract
	District Funded 2000-2999: Classified Personnel Salaries

	Library Media Tech Salary
2500	LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
6500	Title I 4000-4999: Books And Supplies Books (library and classroom sets)
931	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Hours/Extra Help for Library Media-Tech

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor students with special needs' progress on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

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)
6080	LCFF 1000-1999: Certificated Personnel Salaries Certificated substitute teachers to release General Education and Special Education classroom teachers to hold initial, annual and triennial IEP meetings

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

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)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing 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)
	District Funded None Specified No cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy skills; and enhance students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus.

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)

5200	Title I 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license
4491	Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop, BrainPop Jr., BrainPop ELL, BrainPop Espanol school-wide license
5523	Title I 5800: Professional/Consulting Services And Operating Expenditures IXL school-wide license (Year 3 of 3 year contract)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia for ELA district-wide license
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math district-wide license
4300	Title I 5800: Professional/Consulting Services And Operating Expenditures Pear Deck school-wide license

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

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)
	ASES 1000-1999: Certificated Personnel Salaries

	Certificated Extra Hours for Teacher Liaison

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will support an active Associated Student Body (ASB). ASB students will participate in leadership/professional development opportunities

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

Amount(s)	Source(s)
1000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Student Leadership/professional development
1000	LCFF 5000-5999: Services And Other Operating Expenditures ASB Insurance

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The site will hold Awards Assemblies for students each trimester to recognize and reward student academic achievement. DLI students will be recognized for meeting biliteracy benchmarks.

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)
3500	LCFF 4000-4999: Books And Supplies Academic Incentives and Awards

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students in grades 6-8

Strategy/Activity

The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. AVID elective will be offered to 6-8 grade students.

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

Amount(s)	Source(s)
1000	LCFF 5700-5799: Transfers Of Direct Costs AVID Field Trips (Transportation Fees)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Expense Fees)
	District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors
2000	LCFF 4000-4999: Books And Supplies AVID Instructional Materials
2626	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours For Teachers to attend AVID Training
1174	LCFF 2000-2999: Classified Personnel Salaries AVID Tutor extra hours to support 6th - 8th grade AVID program
1700	LCFF 5000-5999: Services And Other Operating Expenditures AVID Training Registration Fees

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to promote students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus and the Next Generation Science Standards, including, but not limited to, middle school electives, music, and the school garden.

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)
5000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 8th Grade

Strategy/Activity

The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.

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	LCFF 4000-4999: Books And Supplies Materials expenses to promote 8th grade students' transition to high school
1216	LCFF 1000-1999: Certificated Personnel Salaries Extra hours for teachers and counselor to support 8th grade students' transition to high school
67	LCFF 2000-2999: Classified Personnel Salaries

	Extra hours for ORC to support 8th grade students' transition to high school

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 7th and 8th Grades

Strategy/Activity

Counselor and the Site Administration will hold student support meetings with 7th and 8th grade students who are not meeting proficiency in core academic areas.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Included in salaries for School Counselor and Site Administration

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to support extracurricular activities (e.g., athletics, clubs) to promote student involvement and engagement.

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)
2000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Sports Registration Fees
3040	LCFF 1000-1999: Certificated Personnel Salaries

	Certificated Extra Hours for coordinating extracurricular activities
2000	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE students

Strategy/Activity

The site will continue to provide opportunities for academic enrichment for students identified as GATE.

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)
3000	LCFF 4000-4999: Books And Supplies Supplemental instructional materials and supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

Ongoing analysis of Star 360 student achievement data throughout the 2020-21 school year highlighted concerns with the reliability and validity of Star 360 formative assessment data due to the affects of both Distance Learning during Trimesters 1 and 2 and Hybrid Learning during Trimester 3 with assessments primarily being administered remotely. In addition, students in grades 3-8 did not participate in the statewide summative CAASPP assessment so 2020-21 data was not available for analysis. English Learners did participate in the statewide summative ELPAC assessment, but statewide data is not yet available for analysis. Despite the challenges Juan Lagunas Soria School staff had with progress monitoring students' academic achievement performance as a result of the COVID-19 pandemic and the limited amount of in-person instructional minutes throughout the 2020-21 school year, school staff were successful with

focusing instruction on core subject matter; emphasizing priority standards across each grade level. Teachers were able to collaborate frequently within Professional Learning Community grade-level teams to identify key learning targets within the Common Core State Standards to target and modify instruction based on students' needs, as well as share best practices for engaging students within a Distance Learning environment. Utilizing a Multi-Tiered System of Supports model approach, grade-level teams were also able to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of small group intervention throughout the instructional day. Teachers also embedded daily office hours to provide students academic support, as well as provide parents support with understanding how they are able to monitor their child's progress through Canvas.

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

Budget expenditures were aligned with the intended implementation of the 2020-21 school plan. Juan Lagunas Soria School continues to focus on building strong academic foundations for all students while tightening and being more purposeful and systematic with evidence-based teacher collaboration and instructional strategies.

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.

Analysis of the 2020-21 SPSA and school achievement outcomes resulted in the continued need for improved, systematic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. As a result of actions taken during 2020-21 school year due to COVID-19, teachers will continue to utilize Canvas and other digital instructional resources (e.g., Lexia, ST Math) to improve instructional strategies and programs in order to ensure student success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2019-20 Student Suspensions (All Students): 30	Total suspensions will remain below 15 students during the 2021-22 school year.
Student Attendance	2018-19 Chronic Absenteeism Rate: 4.6%	Chronic Absenteeism Rate will decrease to 4.0% during the 2021-22 school year.
Social/Emotional Learning	Spring 2021 Baseline Panorama Survey Results (All Students) Grades K-2 based on Teacher Perception (N=268) Social Awareness: 83% Emotion Regulation: 81% Self-Management: 52% Grades 3-5 (N=223) Teacher-Student Relationships: 80% Sense of Belonging: 77% Self-Management: 72% Social Awareness: 71% Growth Mindset: 59% Emotional Regulation: 47%	2021-22 Expected Outcomes: Increase Panorama Survey Results by 5% Grades K-2 based on Teacher Perception Social Awareness: 88% Emotion Regulation: 86% Self-Management: 57% Grades 3-5 Teacher-Student Relationships: 85% Sense of Belonging: 82% Self-Management: 77% Social Awareness: 76% Growth Mindset: 64% Emotional Regulation: 52%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grades 6-8 (N=206) Self-Management: 77% Teacher-Student Relationships: 74% Social Awareness: 69% Growth Mindset: 60% Sense of Belonging: 57% Emotional Regulation: 56%	Grades 6-8 Self-Management: 82% Teacher-Student Relationships: 79% Social Awareness: 74% Growth Mindset: 65% Sense of Belonging: 62% Emotional Regulation: 61%

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

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)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Training for all staff, including Campus Supervisors

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue Campus Supervision to ensure safety of all students.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Campus Supervisor Salaries
15473	LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help/Overtime

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

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)
12706	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help
6020	LCFF 2000-2999: Classified Personnel Salaries Custodial Overtime

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health.

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)
	District Funded None Specified Panorama Contract

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all Middle School students.

Strategy/Activity

School staff will promote a Tobacco, Alcohol, and Drug-Free school campus.

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies to promote positive middle school student decision-making and healthy choices
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during trimester and end of year Awards Assemblies.

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)
2000	LCFF 4000-4999: Books And Supplies Attendance Incentives and Awards

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

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)
	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

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)
	No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure administrative site coverage when Principal and Assistant Principal are absent or off site.

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)
608	LCFF 1000-1999: Certificated Personnel Salaries Administrative Support / Extra Help

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

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)
	No additional cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement CHAMPS to promote student safety and team building during recess, lunch, and transitions (if applicable). Purchase and monitor inventory of recess and PE equipment to provide playground activities for students.

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

Amount(s)	Source(s)
2500	LCFF

	4000-4999: Books And Supplies Playground/PE Equipment Expenses

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

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	LCFF 4000-4999: Books And Supplies Purchase equipment necessary such as cones, bull horns, safety vests, etc.

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Administration, ORC, and Counselor will hold assemblies with students in grades K-8 as needed in order to review school rules and expectations.

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)

                                                     No additional cost

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Bullying Prevention, and Threat Assessment training.

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)

                                                     No additional cost

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach Coordinator will connect with and support students and families to improve student attendance and engagement, while, at the same time, supporting students' social and emotional learning and wellbeing.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Salary and Extra Hours for a full-time 8 hour Outreach Coordinator position to support student attendance, engagement, and social/emotional wellbeing.

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

During the 2020-21 school year, with the support of the Outreach Coordinator, the Attendance Tech, and front office staff, Juan Lagunas Soria School was able to maintain relatively high student attendance rates compared to other schools in the Oxnard School District despite the challenges faced during the COVID-19 pandemic with engaging students in a Distance Learning environment. The Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal and/or Principal met regularly to monitor student attendance, identified students at-risk of being identified as chronically absent, and developed and implemented appropriate and meaningful supports,

services, and incentives to increase students' positive attendance. School staff provided support to families and recommended and/or referred students or parents to Ventura County-based social services, counseling, or other community-based services or programs in order to offer families support with addressing barriers which negatively impacted student attendance.

In terms of addressing our students' social, emotional, and behavioral needs, students were identified through the CST and SST process to receive individual and/or small group counseling services provided by the school counselor. The Positive Behavior Intervention and Support model guided staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom learning environment, whether virtually or in person. Our PBIS/School Safety Team met on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Trimester Awards Assemblies honored and recognized the hard work and positive choices students made by rewarding students with praise, recognition, and incentives.

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

Budget expenditures aligned to the intended implementation of the 2020-21 school plan. Juan Lagunas Soria School continues to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

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.

Based on the analysis of the 2020-21 SPSA, chronic absenteeism and suspension rate data, the Juan Lagunas Soria School PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. Juan Lagunas Soria school staff will focus on implementing the more comprehensive STOIC model, rather than just specifically focusing on CHAMPS as its PBIS approach strategy.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	N/A	Due to current COVID-19 restrictions, parent volunteers are not allowed on campus. Juan Lagunas School will continue to identify and promote alternative opportunities for parents to be involved in school-related activities (e.g., virtual meetings/events).

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

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)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
665	LCFF 2000-2999: Classified Personnel Salaries Babysitting Costs if possible

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

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)
	No additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, promote college and career readiness, and improve parent involvement.

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)
665	LCFF 2000-2999: Classified Personnel Salaries Babysitting if possible
665	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
1000	Title III 5700-5799: Transfers Of Direct Costs Field Trip Transportation costs
500	Title III 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration fees
500	LCFF 4000-4999: Books And Supplies Materials and supplies; Parent Engagement Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Site will host Back to School Night, Parent Orientations, as well as Parent Nights focusing on Literacy, Math, and/or Strand Focus (Technology, Arts, & Language), to increase parent involvement in students' educational programs.

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)
1216	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours to support Parent Nights
665	LCFF

	2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

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)
	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours
	ASES 4000-4999: Books And Supplies Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

Throughout the 2020-21 school year, parents were invited to attend virtual events to increase their engagement with the school. Juan Lagunas Soria School facilitated Parent/Teacher Conferences so that parents could collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents attended Student Success Team meetings if their child was identified as significantly below grade-level standards or exhibited significant needs in social, emotional, and/or behavioral areas. Parent training and education was provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Juan Lagunas Soria School PTA assisted in providing supplemental instructional resources for classroom teachers.

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

Budget expenditures were aligned with the intended implementation of the 2020-21 school plan. Due to the ongoing health and safety protocols as a result of the COVID-19 pandemic, Juan Lagunas Soria School continues to identify alternative strategies to build strong parent and family engagement in order to support student success for all students.

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.

Based on analysis of the 2020-21 SPSA and school outcomes, Juan Lagunas Soria School staff will continue to focus on fostering creative and alternative ways for parents to get involved and support their child's education. The school will also provide supports and/or training to parents to increase their knowledge and skills with utilizing technology, the district-adopted Learning Management System (e.g., Canvas), and supplemental instructional applications and subscriptions (e.g., Lexia, ST Math) that teachers are using to support in-person learning.

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	$89,994.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$283,455.00

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	Amount ($)
Title I	$69,114.00
Title III	$20,880.00

Subtotal of additional federal funds included for this school: $89,994.00

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

State or Local Programs	Amount ($)
LCFF	$187,369.00
LCFF - Intervention	$6,092.00

Subtotal of state or local funds included for this school: $193,461.00

Total of federal, state, and/or local funds for this school: $283,455.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	69,114.00	0.00
Title III	20,880.00	0.00
LCFF	187,369.00	0.00
LCFF - Intervention	6,092.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	187,369.00
LCFF - Intervention	6,092.00
Title I	69,114.00
Title III	20,880.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	29,792.00
2000-2999: Classified Personnel Salaries	LCFF	41,026.00
4000-4999: Books And Supplies	LCFF	95,676.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,125.00
5700-5799: Transfers Of Direct Costs	LCFF	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,092.00
1000-1999: Certificated Personnel Salaries	Title I	35,500.00
4000-4999: Books And Supplies	Title I	13,800.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	19,814.00
1000-1999: Certificated Personnel Salaries	Title III	6,080.00
4000-4999: Books And Supplies	Title III	6,175.00
5000-5999: Services And Other Operating Expenditures	Title III	7,125.00
5700-5799: Transfers Of Direct Costs	Title III	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,772.00
Goal 2	40,807.00
Goal 3	5,876.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dr. Andres Santamaria	Principal
Kelley Elrod	Classroom Teacher
Alec Hess	Classroom Teacher
GinaMarie Alvarez	Classroom Teacher
Naomi Aguilera	Other School Staff
Eva Gomez	Parent or Community Member
Maria Magana	Parent or Community Member
Liz Robles-Ramirez	Parent or Community Member
Veronica Munoz	Parent or Community Member
Patricia Washington	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
	SSC Chairperson, Mrs. Eva Gomez
	School Site Council: Principal, Dr. Andres P. Santamaria
	English Learner Advisory Committee: President, Mrs. Alejandra Lujano

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 October 25, 2021.

Attested:

	Principal, Dr. Andres Santamaria on 10/25/2021
	SSC Chairperson, Mrs. Eva Gomez on 10/25/2021

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.

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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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

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
	SSC Chairperson, Mrs. Eva Gomez
	School Site Council: Principal, Dr. Andres P. Santamaria
	English Learner Advisory Committee: President, Mrs. Alejandra Lujano

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 October 25, 2021.

Attested:

	Principal, Dr. Andres Santamaria on 10/25/2021
	SSC Chairperson, Mrs. Eva Gomez on 10/25/2021