



PUEBLO VISTA
MAGNET SCHOOL
Dual Immersion and Environmental Sciences

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
Pueblo Vista Magnet Elementary School	28662666026918	May 17, 2023	August 10, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

There is a disproportionate rate of chronic absenteeism among students with disabilities.

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.

Pueblo Vista will create a culture of student connections, engage all students in learning, constantly challenge students with new learning goals, and build a system of interventions for those students who need more support. All students will participate in the general education program receiving grade level common core standards, with those needing Language support receiving integrated language development support as well as designated support, with additional support via Imagine Learning English in grades 3rd-5th and Imagine Learning Español in Knd-2nd. All students participate in assessments (common formative, summative, diagnostic, and state assessments). Teachers meet with small groups of students daily to reinforce the state-adopted curriculum. We have instructional assistants in Kindergarten and 1st who support small groups and 1:1 learning opportunities for students who need extra support. Teachers meet in Professional Learning Communities weekly to share assessment data, look at student work, and plan for interventions and enrichment. Teachers develop inquiry-based science units with language supports embedded

throughout with a final writing product. We offer before/ after school opportunities for extra support in SLA/ELA language arts and math.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting during the 2023/2024 school year.

Resource Inequities

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

Pueblo Vista has been identified as an Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows: Our Students with Disabilities are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Students Graduate College- and/or Career- Ready

Identified Need

Focus: ELA / Math

Support the effective, consistent implementation of current State standards in ELA, Math, ELD, Science and History/Social Studies. Implement a structured literacy program that ensures all students TK - 5 read, write and communicate proficiently. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs. Improve performance outcomes for all students, and at least one year's growth in one year's time in ELA and math. Increase student achievement as monitored by STAR universal screener; include strategic progress monitoring/interventions of Multi Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading and Star Literacy	<p>STAR READING (GR 3-5): Fall 2022 (State Standard) Benchmark: STAR Reading English 44.7% at or above benchmark 8.8% on watch 14.4% intervention 32.1% urgent intervention</p> <p>End of Year 2022-2023 (State Standard) Benchmark: AT/ABOVE 51.1% ON WATCH 14.1% INTERVENTION 14.1% URGENT INTERVENTION 20.7%</p>	<p>By May 2024, CAASPP ELA scores will increase by 8-10% with 70% of English Learners meeting or exceeding proficiency.</p> <p>By May 2024, End of the Year STAR ELA, scores will increase by 20% with 70% of learners proficient towards the of the year standards.</p>
Star Math	<p>STAR MATH (GR 1-5): Fall 2022 (State Standard) Benchmark: 68.6% at or above benchmark 15.9% on watch 17.5% intervention</p>	<p>By May 2024, End of year STAR Math scores will increase by 23% with 75% of learners proficient towards the end of the year standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11.1% urgent intervention End of Year 2023 (State Standard) Benchmark: AT/ABOVE 71.4% ON WATCH 14.5% INTERVENTION 10.2% URGENT INTERVENTION 3.9%	By May 2024, CAASPP Math scores will increase by 8-10% with 63% of students meeting or exceeding proficiency.
TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts-aligned instruction.	TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts-aligned instruction.	TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts aligned instruction.

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 1

Students to be Served by this Strategy/Activity

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

All students - To address performance deficits at Pueblo Vista School, we will invest in strategic ongoing coaching and professional learning for teachers, access the knowledge and resources of our specialized staff, and create effective collaborative planning time for teachers.

Activities

Intervention Specialist and K-1 Bilingual Instructional Assistants work in small groups with our K-6 students who need early literacy skills instruction in Spanish and English.
 Training on Math workstations and using interventions provided by bridges
 Systematically implementing Number Corner
 All students are making individualized reading and math goals to support their growth.
 All grade levels are making SMART Goals in Math and SLA/ELA
 Our Professional Development time on Wednesdays are focused on school goals
 New teachers will participate in one day of instructional materials training in Math and Language Arts materials.
 Mapping professional development activities at least twice a year with teacher input.
 Additional program development time will be provided for teachers
 Teachers will be provided at least six hours per month of collaboration time.
 Teachers will work with a consultant to ensure inquiry units provide rigor in language arts for students and have a focus on Next Generation Science Standards standards.
 Teachers will collaborate and administer the school-wide writing assessments to ensure Spanish literacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,200	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

Some students - For under-performing students who present significant learning gaps, we will access ancillary adopted supports, as well as digital programming in small-group in-day settings and extended day opportunities.

Activities

Targeting services and programs to the lowest student groups:

- A. Students below basic will receive daily interventions in SLA/ELA (30 minutes) and math (15 minutes).
- B. Students reading 1.0-1.9 years below grade level will receive strategic interventions using support materials provided by the core program.
- C. Students reading 2.0+ years below grade level will receive intensive interventions using SBE-adopted/district-approved intervention materials
- D. English learners will receive supplemental support and additional time on Imagine Learning English and receive leveled reading material
- E. Student learning day extended by attending before or after-school intervention classes provided by the intervention teacher

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)
3,000	0000 – No Reporting Requirements
3,099	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All Pueblo Vista teachers will implement the Bridges Curriculum, including Number Corner and the Dream Box software for Mathematics for grades TK-5

Activities

Pueblo Vista is implementing Bridges Math instruction daily in all grades TK-5. Teachers will maintain district pacing recommendations and focus on district-created priority standards and proficiency scales. Teachers will use district assessments and grade level Professional Learning Community to determine which common formative assessments in Bridges will be used to assess student achievement. Teachers will use district-created proficiency scales to focus instruction and

target instructional interventions. District allotted intervention funding will be used to support math instruction. We will focus math professional development on Bridges Number Corner and workstations for intervention and acceleration. Number Corner instruction provides math instruction, practice with number sense, opportunities to increase mathematical discourse, and opportunities for designated English Language Development. The Intervention Specialist Specialist and principal will meet along with Teachers in Professional Learning Communities weekly to plan instruction, share assessment data, and plan for interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,000

0000 – No Reporting Requirements

Strategy 4

Students to be Served by this Strategy/Activity

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

Targeted Academic Intervention and Support

Activities

Instructional planning, travel, conference and collaboration for strategic and targeted intervention utilizing Multi-Tiered Systems of Support (MTSS) (ie. registration fees, conference, travel, certificated/classified salary)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Pueblo Vista has 2 bilingual IA's that support the K-3 teachers with intervention in literacy. Instructional Aides receive training from the Intervention Specialist on interventions with IDEL and Fountas & Pinnel testing. The intervention teacher works directly with classroom teachers to analyze student writing and revise science units when needed to ensure rigor and provide interventions for the ALPS students.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Students Experience Responsive, Engaging Pedagogy

Identified Need

To ensure all learners experience research-based, high-impact instructional strategies that engage and support student learning. Monitor students in MTSS

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Minutes	Evidence of student centered data conversations at all times	100% of agendas and minutes reflect student data and interventions
Math Learning Walks	no baseline	100% of teachers will participate in math learning walks to demonstrate collaboration and implementation of Number Corner and Math workplaces.

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 1

Students to be Served by this Strategy/Activity

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

Target English Language Learners (ELL), STAR Intervention and Urgent Intervention as well as Acceleration

Activities

Provide feedback to teachers based on a percentage of teacher talk versus student talk.
Choose research-based, high-impact strategies for English Learners to use school-wide with our Language Learners all day.
Monitor multilingual students using our MTSS team.
Use Translanguaging in the classroom. Teachers will have Spanish and English word walls and charts to assist our English Learners.
We will integrate writing into every content subject. Use Handwriting without Tears in grades K-2.
IA will help support interventions in K-5 classrooms
The intervention teacher will support teachers with data analysis and ELPAC information while using district-adopted material for Language Arts
PD with a consultant to reflect on school goals
Principal and Teachers will attend CABE/ATDLE to focus on bilingual education and ACSA leadership conference.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	0000 – No Reporting Requirements
146	0000 – No Reporting Requirements
5,410	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our English Language Learners made little progress on Spring ELPAC 2022. There was a critical need for more on-going site professional development that focused on phonics, vocabulary, reading and comprehension development.

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

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.

For the 2023-24 school year, we will increase the use of data that focus on teacher efficacy and voice in determining a research-based, high-impact, teaching strategy. This will include the use of CAASPP, ELPAC, Early Literacy, STAR Reading, and STAR Math. Site leadership will include focus on teaching essential standards, weekly assessment using district-adopted curriculum daily. This will include weekly opportunities to include lessons that mirror CAASPP structures and language in teaching and learning. as it aligns with curriculum pacing. Daily spiral review of high-impact essential standards or necessary building blocks. This will include our weekly PLC meetings, bi-monthly staff meetings, SMART goal setting, Learning Sprints, and classroom learning walks.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

Consistent and frequent communication with all stakeholders is important to the success of Pueblo Vista. We need to increase parent involvement and supports in the classroom and at home. We will create an ecosystem of cariño both at home and school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC and Coffee with the principal engagement has increased by 10%	ELAC meetings have increased from 2 parents to 10 at the last 3 meetings	Consistent agendas and weekly Sunday messages
Parents participate weekly in the classroom for small group instruction	40% of the classrooms have parent participation for small group instruction	95% of the classrooms will have parent participation for small group instruction or other means of parent involvement.
Multiple sources of communication through Parent Square, school website, and social media platforms to maximize outreach and parent engagement	80% of parents are on Parent Square and effectively use it as a form of communication with both teachers and school.	95% of the parents are on Parent Square and actively using it as a form to communicate with teachers and school wide 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 1

Students to be Served by this Strategy/Activity

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

All students - In order to engage all families in the education of their children, strategic and intentional outreach will be implemented.

Activities

The principal will meet and engage with families during Coffee with the Principal and School Site Council, including PFC meetings and events. The meetings are being held both in person and virtually

The principal and the office manager will communicate weekly with families via Parent Square messages.

Pueblo Vista will update the marquee weekly to keep families informed of school events/activities. We will use copy machines (including maintenance), postage, and other supplies as needed to provide information to our families.

Staff will communicate with families using appropriate platforms (ie., parent square, Google Classroom, monthly newsletters)
 Hold a parent training on Math and Literacy tips virtually and in person to ensure parent connectedness and ability to support the students
 Bilingual Liasion will continue to work with the social worker and MTSS to communicate regularly regarding attendance, especially our students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000	0000 – No Reporting Requirements
6,621	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Baseline year

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Students Thrive Socially, Emotionally and Academically

Identified Need

Staff needs to understand the core components of MTSS and the procedure for requesting assistance for students with concerns. MTSS is a multi-tiered system of support to teach academic, social-emotional, and behavioral skills so that all students can succeed. Our Students with Disabilities are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental funding will be targeted to support improved outcomes for this identified student subgroup as described in our action plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SDQ beginning of the year results and then the end of the year results.	Students will feel safe and supported at PV through our focus of student belonging and well being	Students will develop skills to deal with chronic stress and related mental struggles
Monthly MTSS tracker with Aeries	no base line	100% implementation of Aries for intervention tracking
Implementation of ToolBox Project TK-5	no baseline data	100 % implementation of ToolBox Project TK-5
SWIFT-FIA will be used to determine the implementation of MTSS effectiveness and systems alignment		MTSS SEL Team would guide the work in determining progress in implementation using 0-3 rubric using the SWIFT-FIA
MTSS Intervention Progress monitoring identifying STAR ELA and MATH Universal Screening of our Intervention and Urgent Intervention Learners.		Student learning and progress in academic performance with an increase learner proficiency in end of the year standards mastery as measure by the Universal STAR Screeners by at 5% in each area (ELA, Early Literacy and Math) moving students up in performance bands toward levels of proficiency (at/above and on/watch). This data would show at least 5% decrease in intervention by the end of May 2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 CA Dashboard data	22.7% chronically absent while our Students with Disabilities were 26% chronically absent	Reduce rate of chronic absenteeism by 10%

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 1

Students to be Served by this Strategy/Activity

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

Students in Grades TK-5 scoring intensive/below basic on the district STAR Assessment

Activities

The site Intervention specialist supports teachers in developing instructional skills that provide students with greater access to content. The Intervention teacher works alongside the Principal to plan, help facilitate and support teachers in all areas of professional development. This includes the coaching of grade-level teams that will be providing intervention support to students.

The intervention teams are responsible for: determining pre and post-tests, analyzing data, determining which students will participate and exit intervention, and communicating to the teacher and families. The intervention team will use F&P, IDEL, CAASPP data and Star Reading data to determine the focus students for intervention instruction. Mid-year and end-of-year Star Reading data will be used to monitor student progress. Additional pre and post-assessments will be used and created to further target intervention instruction.

Teachers providing intervention support will be released periodically to develop intervention instructional plans, set goals for students, and analyze data.

Intervention Programs may take place before, during, and after school to ensure that the instructional needs of students are met.

EWRs will be provided to both certificated and classified staff to plan, prepare and implement the before, during, and after school intervention instructional plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

Students will be identified for counseling support services through the MTSS process.

The MTSS process will be utilized to target the needs of students and families experiencing chronic absenteeism, with a focus on students with disabilities.

Activities

Students will receives small group or 1:1 counseling services based on need. The counselor assigned to Pueblo Vista will work with teachers and site staff to embed Tier I Social Emotional Learning (SEL) strategies throughout the day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy 3

Students to be Served by this Strategy/Activity

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

Grade Level teams will use weekly collaborative days, in additional to after school (after contractional time) to plan instruction, analyze data and develop differentiated instructional strategies for students.

Activities

Professional development and training are provided twice a month from 2:45 pm-4:00 PM; As a school-wide Title I program, classified Instructional Aides are strategically placed in classrooms to support the teacher with small differentiated learning groups. Classified Instructional Assistants will support students and the site TOSA during the intervention instructional cycles. Teachers will work beyond contractional hours, periodically throughout the year to further develop intervention goals and instructional decisions for students. Certificated teachers and Classified IA's to be given an EWR (Extra Work Agreement) for additional time devoted to data analysis and lesson design for student achievement. Teachers and IA's will attend professional development as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,211

0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Pueblo Vista has one part-time Intervention Specialist (.50FTE) and part time intervention for 4th grade (.50FTE) devoted to student achievement goals and professional development. Pueblo Vista has hired two Title I Instructional Assistants to provide school day intervention support to our students in grades TK-5th. The Title I Instructional Assistants received training from the Site Intervention Specialist and classroom teachers on how to provide small group differentiated learning sessions. Instructional Assistants served as additional support to teachers and they worked under the direction of the Principal, Intervention Specialist, and certificated 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.

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$45,687.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0000 – No Reporting Requirements	\$35,967.00
0003 - Supplemental	\$9,720.00

Subtotal of state or local funds included for this school: \$45,687.00

Total of federal, state, and/or local funds for this school: \$45,687.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Helen Rocca	Principal
Irene Ledesma	Parent or Community Member
Jennifer Gibb	Parent or Community Member
Mariza Negrete	Parent or Community Member
Kathy Burroughs	Other School Staff
Robin Thompson	Classroom Teacher
Laura Cerruti	Parent or Community Member
Sergio Castillo	Parent or Community Member
Adan Arroyo	Classroom Teacher

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2023.

Attested:

	Principal, Helen Rocca on May 17, 2023
	SSC Chairperson, Laura Cerruti on May 17, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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