School Year: **2021-22**

SAN ANTONIO
E L E M E N T A R Y

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Antonio Elementary School	43-69369-6046304	May 7, 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)

X Schoolwide Program

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

The purpose of this plan is to align district and school goals. It is our intention to use our resources in a way that will maximize our coherence, supports and programing to accomplish our stated goals.

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

We use the following multiple assessments to monitor student achievement:
- Benchmark Advance - Leveled Screener
- BookNook - Leveler
- Envision and Benchmark Performance Tasks
- CAASPP (SBAC, CAST, CAA and SBAC Interim Blocks)
- Accelerated Reader STAR Assessment
- Fastbridge Math and ELA diagnostic (aReading, AUTOReading, aMath and CBMath)
- ELPAC Summative and Initial Assessment
- ESGI (TK and K)
- Panorama Education Staff, Student and Parent Surveys

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

The following professional development activities focus on standards-based instructional practices:
- The principal participates in district leadership professional development through principals' professional learning community, grade-level collaboration on curriculum, instruction and assessment.
- Teachers participate in district and school-grade level meetings that focus on standards-based instructional programs.
- Teachers received training on analyzing multiple assessments and using technology to monitor academic achievement for all students in reading, language arts, and mathematics.
- Teachers have received training on "Restorative Justice" practices through the implementation of SEEDs and actively apply restorative practices in staff and student spaces. Yet, with the transition of staff and the on-boarding of new team members there is a need to revisit RJ practices to ensure we deepen supports during the return to in-person instruction.

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

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

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

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

Teaching and Learning

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

Teachers meet weekly in grade-level meetings to engage in inquiry and reflection and with the aim of developing backwards planned standards-based lessons to meet the needs of students. The San Antonio principal and instructional leadership team collaborate with staff to align curriculum, instruction and assessments with content standards to ensure that all students have access to a comprehensive quality program.
- Teachers submit weekly lesson plans, identifying the specific standards their grade level has agreed to target in reading, language arts, mathematics social studies, science and coding.
- All teachers use the district-adopted programs, which are aligned to the California Common Core State Standards
- The instructional leadership team actively supports the quality implementation of the district-adopted instructional program.

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

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

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

Teachers at San Antonio unitize pacing guides to create their unit plans and to plan small-group intervention.

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

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

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

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

Opportunity and Equal Educational Access

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

Each teacher uses multiple data points to identifies students needs in order to develop, deliver and monitor subject area instruction. Each teacher has identified students classified as English learners by their ELPAC performance level and differentiates instruction and assignments to better serve and support these students. Conferences are held during the year. During conferences the student, parent(s), and teacher meet to review the student's work, grades, academic progress scores, and individual learning plans. Students needing additional support are given priority admission to City Year, Grail Family Services, and Reading Partners Interventions. In City Year, students receive targeted support and participate in enrichment opportunities.

Evidence-based educational practices to raise student achievement

Teachers at San Antonio implement instructional strategies co-created as a staff on our area(s) of focus to increase depth of knowledge, rigor and student achievement. Additionally, teachers leverage Constructed Meaning practices to implement integrated English language development support during instruction. The principal uses ongoing instructional learning walks to gather data around the state of teaching and learning.

Parental Engagement

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

San Antonio school informs parents about upcoming events and activities through Class Dojo, ParentSquare, Parent link (all school communication voice message), a weekly newsletter and the school's electronic marquee.

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

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

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

Funding

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

San Antonio provides the following categorical funded services to enable under-performing students to meet standards:
- Title I funds are used to fund extended teacher collaboration time with a focus on supporting the neediest students by improving program implementation and improving teaching and learning.
- Title I and LCAP funds are used to fund family involvement activities.
- Title I and LCAP funds are used to provide intervention programs.
- Title I and LCAP funds are used to purchase supplementary materials to support the core programs.

Within the above mentioned categorical funds, the following categorically funded services and personnel are utilized to help students meet State Common Core standards:
- Reading Partners - provides support to students no more than 2 years behind grade level in grades 1-4.
- Imagine Math - targeted standards aligned mathematics support for students to meet grade-level content standards.
- Accelerated Reader - supports students' reading comprehension in grades 1-5 at their personal grade level (ZPD).
- RAZKids - supports students' reading comprehension in grades TK-2 at their personal grade level (ZPD).
- Little Heroes - supports students' physical and socio-emotional wellbeing is to empower, mentor, and provide children in program a multitude of outlets to establish healthy bodies and minds.

Fiscal support (EPC)

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

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

In creating the SPSA, teachers, parents, students, and community members were consulted and contributed to the process. Information was collected via surveys, staff meetings, parent coffees, school site/ELAC council meetings as well as our PTA meeting.

Resource Inequities

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

During distance learning, we have worked with our school families to ensure that all students needing a device (Chromebook or iPad) and internet hotspot received one. Furthermore, it has been a challenge for some students to engage in distance learning as there is socio-economic inequity that impacts the ability of families and students to engage. Additionally, some parents have express that navigating dominant English language discourses continues to be a factor in their ability to support and be involved in their child's education, particularly during distance learning. With regards to summer extended learning opportunities, summer school intervention programs are difficult for students to attend due to a lack of transportation, and summer care.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0.31%	%	0	1	
African American	1.74%	2.17%	2.4%	6	11	7
Asian	11.05%	9.91%	10.9%	38	34	32
Filipino	4.07%	3.72%	4.4%	14	13	13
Hispanic/Latino	78.49%	80.5%	78.6%	270	256	231
Pacific Islander	1.45%	0%	%	5	0	
White	0.29%	0.31%	%	1	0	
Multiple/No Response	%	0%	3.7%		10	11
			Total Enrollment	344	328	294

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	45	47
Grade 1	49	51	44
Grade 2	47	45	50
Grade3	42	52	47
Grade 4	66	49	59
Grade 5	65	66	47
Total Enrollment	344	328	294

Conclusions based on this data:

1. Our two largest racial student subgroups are Latinx and Asian.

2. There is declining enrollment overall.

3. 1st grade enrollment has increased all three years.

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	142	132	117	41.3%	40.9%	39.8%
Fluent English Proficient (FEP)	18	17	68	29.4%	5.3%	23.1%
Reclassified Fluent English Proficient (RFEP)	83	81	5	26.0%	25.1%	3.8%

Conclusions based on this data:

1. The number of students identified as English learners have decreased from 17-18 to 19-20 by 7.4%

2. Across the last three years, there has been at least 25% of the student population enrolled that has been reclassified fluent English proficient.

3. Approximately two-thirds of students have a home language other than English.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	63	47	69	61	44	69	61	44	100	96.8	93.6
Grade 4	90	66	68	87	64	67	87	64	66	96.7	97	98.5
Grade 5	80	87	66	78	85	63	78	85	63	97.5	97.7	95.5
All Grades	239	216	181	234	210	174	234	210	173	97.9	97.2	96.1

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2423.	2403.	17.39	16.39	18.18	18.84	27.87	15.91	30.43	32.79	27.27	33.33	22.95	38.64
Grade 4	2419.	2433.	2440.	13.79	17.19	12.12	19.54	18.75	27.27	14.94	25.00	18.18	51.72	39.06	42.42
Grade 5	2476.	2463.	2485.	14.10	21.18	14.29	26.92	16.47	34.92	25.64	17.65	15.87	33.33	44.71	34.92
All Grades	N/A	N/A	N/A	14.96	18.57	14.45	21.79	20.48	27.17	23.08	24.29	19.65	40.17	36.67	38.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.04	21.31	22.73	37.68	59.02	34.09	49.28	19.67	43.18
Grade 4	14.94	15.63	16.67	39.08	37.50	46.97	45.98	46.88	36.36
Grade 5	12.82	17.65	15.87	51.28	38.82	50.79	35.90	43.53	33.33
All Grades	13.68	18.10	17.92	42.74	44.29	45.09	43.59	37.62	36.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.19	14.75	9.09	46.38	52.46	50.00	30.43	32.79	40.91
Grade 4	11.49	15.63	13.64	43.68	45.31	63.64	44.83	39.06	22.73
Grade 5	24.36	25.88	17.46	48.72	29.41	53.97	26.92	44.71	28.57
All Grades	19.23	19.52	13.87	46.15	40.95	56.65	34.62	39.52	29.48

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.25	13.11	18.18	72.46	70.49	68.18	20.29	16.39	13.64
Grade 4	11.49	12.50	13.64	49.43	60.94	57.58	39.08	26.56	28.79
Grade 5	11.54	10.59	7.94	58.97	51.76	66.67	29.49	37.65	25.40
All Grades	10.26	11.90	12.72	59.40	60.00	63.58	30.34	28.10	23.70

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	23.19	21.31	18.18	56.52	57.38	50.00	20.29	21.31	31.82
Grade 4	19.54	23.44	16.67	43.68	53.13	53.03	36.78	23.44	30.30
Grade 5	20.51	27.06	30.16	48.72	34.12	38.10	30.77	38.82	31.75
All Grades	20.94	24.29	21.97	49.15	46.67	46.82	29.91	29.05	31.21

Conclusions based on this data:

1. Two of our greatest ELA competency areas of need are "Reading" and "Research/Inquiry" as these two areas have the highest percentage of students below grade level.

2. Our greatest strength is in listening and research in all three grade levels. This is a direct reflection of the work teachers have been doing with requiring students to reference sources and write and speak in complete sentences. Teachers have also increased the amount of content students have been required to listen to and then make reference to.

3. The mean scale score across the three years has decreased in third grade, while increasing in fourth and fifth grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	63	47	69	62	46	69	62	46	100	98.4	97.9
Grade 4	90	66	68	88	66	67	88	66	67	97.8	100	98.5
Grade 5	80	87	66	80	85	65	80	85	65	100	97.7	98.5
All Grades	239	216	181	237	213	178	237	213	178	99.2	98.6	98.3

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2428.	2417.	17.39	22.58	15.22	23.19	20.97	30.43	28.99	30.65	23.91	30.43	25.81	30.43
Grade 4	2449.	2448.	2466.	19.32	9.09	11.94	11.36	24.24	23.88	35.23	34.85	41.79	34.09	31.82	22.39
Grade 5	2471.	2464.	2491.	13.75	20.00	15.38	12.50	7.06	16.92	23.75	23.53	32.31	50.00	49.41	35.38
All Grades	N/A	N/A	N/A	16.88	17.37	14.04	15.19	16.43	23.03	29.54	29.11	33.71	38.40	37.09	29.21

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.99	30.65	32.61	36.23	37.10	28.26	34.78	32.26	39.13
Grade 4	22.73	22.73	26.87	27.27	30.30	28.36	50.00	46.97	44.78
Grade 5	16.25	20.00	24.62	28.75	22.35	35.38	55.00	57.65	40.00
All Grades	22.36	23.94	27.53	30.38	29.11	30.90	47.26	46.95	41.57

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.84	20.97	15.22	55.07	40.32	56.52	26.09	38.71	28.26
Grade 4	15.91	12.12	14.93	36.36	42.42	44.78	47.73	45.45	40.30
Grade 5	17.50	14.12	13.85	27.50	32.94	44.62	55.00	52.94	41.54
All Grades	17.30	15.49	14.61	38.82	38.03	47.75	43.88	46.48	37.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	20.29	22.58	21.74	52.17	58.06	58.70	27.54	19.35	19.57
Grade 4	22.73	16.67	16.42	35.23	43.94	55.22	42.05	39.39	28.36
Grade 5	12.50	17.65	13.85	36.25	34.12	40.00	51.25	48.24	46.15
All Grades	18.57	18.78	16.85	40.51	44.13	50.56	40.93	37.09	32.58

Conclusions based on this data:

1. Demonstrating ability to support mathematical conclusions via communicating reasoning is a high area of opportunity as 51% of students are at or near standard -- higher than any other claim area.

2. Although the number of students below standard in concepts and procedures has decreased over the last three years, applying mathematical concepts and procedures is an area of opportunity as 41.57% of students are below grade level standard.

3. The percentage of students not meeting grade level standard overall has steadily decreased over the last three years: approximately a 10% change from 16-17 to 18-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.6	1427.9	1439.6	1437.9	1409.9	1404.3	45	48
Grade 1	1484.3	1420.0	1470.6	1442.4	1497.3	1396.9	22	16
Grade 2	1477.5	1470.6	1480.5	1467.1	1474.0	1473.3	11	16
Grade 3	1492.4	1466.1	1490.0	1450.9	1494.2	1480.5	25	15
Grade 4	1492.4	1495.5	1488.8	1487.3	1495.6	1503.2	24	22
Grade 5	1508.2	1500.4	1506.7	1499.5	1509.0	1500.8	32	19
All Grades							159	136

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.67	12.50	44.44	39.58	*	39.58	*	8.33	45	48
1	68.18	0.00	*	18.75	*	50.00	*	31.25	22	16
2	*	6.25	*	50.00	*	31.25	*	12.50	11	16
3	*	13.33	56.00	20.00	*	33.33	*	33.33	25	15
4	*	9.09	54.17	59.09	*	13.64	*	18.18	24	22
5	*	26.32	53.13	15.79	*	31.58	*	26.32	32	19
All Grades	26.42	11.76	44.65	36.03	16.98	33.82	11.95	18.38	159	136

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.00	16.67	33.33	41.67	24.44	31.25	*	10.42	45	48
1	50.00	6.25	*	43.75	*	31.25	*	18.75	22	16
2	*	18.75	*	43.75	*	25.00	*	12.50	11	16
3	52.00	20.00	*	26.67	*	20.00	*	33.33	25	15
4	*	36.36	*	40.91	*	4.55	*	18.18	24	22
5	43.75	42.11	37.50	26.32	*	0.00	*	31.58	32	19
All Grades	45.28	22.79	30.19	38.24	14.47	20.59	10.06	18.38	159	136

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	22.92	44.44	47.92	*	16.67	45	48
1	68.18	0.00	*	6.25	*	43.75	*	50.00	22	16
2	*	6.25	*	43.75	*	31.25	*	18.75	11	16
3		13.33	*	6.67	*	46.67	*	33.33	25	15
4	*	0.00	*	36.36	*	40.91	*	22.73	24	22
5		0.00	46.88	31.58	34.38	26.32	*	42.11	32	19
All Grades	18.24	6.62	30.19	25.00	33.33	41.18	18.24	27.21	159	136

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.44	18.75	28.89	70.83	*	10.42	45	48
1	72.73	37.50	*	56.25	*	6.25	22	16
2	*	18.75	*	62.50	*	18.75	11	16
3	*	6.67	64.00	60.00	*	33.33	25	15
4	*	31.82	54.17	45.45	*	22.73	24	22
5	37.50	5.26	56.25	68.42	*	26.32	32	19
All Grades	49.06	19.85	41.51	62.50	9.43	17.65	159	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	16.67	60.00	68.75	*	14.58	45	48
1	*	0.00	50.00	75.00	*	25.00	22	16
2	*	31.25	*	56.25	*	12.50	11	16
3	60.00	20.00	*	40.00	*	40.00	25	15
4	58.33	36.36	*	45.45	*	18.18	24	22
5	59.38	52.63	*	21.05	*	26.32	32	19
All Grades	49.69	25.00	38.36	54.41	11.95	20.59	159	136

	Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	10.42	71.11	83.33	*	6.25	45	48
1	77.27	0.00	*	50.00	*	50.00	22	16
2	*	12.50	*	68.75	*	18.75	11	16
3		0.00	60.00	60.00	*	40.00	25	15
4		4.55	58.33	63.64	*	31.82	24	22
5	*	10.53	75.00	42.11	*	47.37	32	19
All Grades	19.50	7.35	57.86	66.18	22.64	26.47	159	136

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	31.11	31.25	55.56	43.75	*	25.00	45	48
1	*	0.00	50.00	37.50	*	62.50	22	16
2	*	0.00	*	75.00	*	25.00	11	16
3	*	13.33	64.00	60.00	*	26.67	25	15
4	*	9.09	54.17	72.73	*	18.18	24	22
5	*	10.53	65.63	68.42	*	21.05	32	19
All Grades	27.04	15.44	58.49	56.62	14.47	27.94	159	136

Conclusions based on this data:

1. Mean scale scores for kinder students is higher in oral language than written language.

2. First grade has a higher mean scale score for written language than in oral language.

3. Second through fifth grade has relatively similar mean scale scores in both oral and written language.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
323	**88.2**	**40.9**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	132	40.9
Homeless	3	0.9
Socioeconomically Disadvantaged	285	88.2
Students with Disabilities	42	13.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	2.2
American Indian	1	0.3
Asian	32	9.9
Filipino	12	3.7
Hispanic	260	80.5
Two or More Races	10	3.1
White	1	0.3

Conclusions based on this data:

1. A significant number of our students are classified as socioeconomically disadvantaged (88.7%).

2. The largest racial student subgroup is Hispanic (78.5%).

3. 41.3% of our students are identified as English learners.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. For ELA, San Antonio students performed in the YELLOW band at 21.4 points below standard, an increase of 9.2 points. For Mathematics, San Antonio students performed in the GREEN band at 17 points below standard, an increase of 20 points.

2. According to Chronic Absenteeism data, San Antonio was RED the lowest highest performance where 13.9% of students were chronically absent. An increase of 3.9%

3. According to Suspension Rate data, San Antonio was ranked in the highest performance level BLUE at .5%, which is a decline of 1.6%

School and Student Performance Data

Academic Performance
English Language Arts
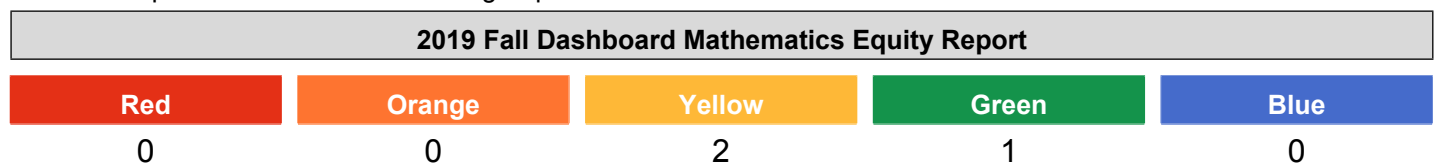
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
21.4 points below standard	27 points below standard	0 Students
Increased ++9.2 points	Increased ++12.3 points	
159	116	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	29.8 points below standard	90 points below standard
	Increased ++9.2 points	Increased Significantly ++56.5 points
	139	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	65.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Increased ++7.8 points	6
		14	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
33.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.5 points	4		1
132			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.6 points below standard	4.5 points above standard	23.9 points below standard
Increased Significantly ++47 points	Declined -4.7 points	Declined -3.3 points
42	74	36

Conclusions based on this data:

1. Based on the 2019 CAASPP ELA data by English Learner status, English Only (-3.3 points) and Reclassified English learners (-4.7 points) experienced a decrease in performance, while English Learner students increased performance by 47 points.

2. Based on the 2019 CAASPP ELA data by race and ethnicity, Hispanic students experienced an increase in achievement by +14.5 points, Asian students increased their achievement by +7.8 points, students with disabilities saw an increase in achievement by +56.5 points, and socioeconomically disadvantaged students saw an increase in achievement by +9.2 points.

3. Based on the 2019 CAASPP ELA data, the performance level only declined for English Only and Reclassified English Learners.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	
17 points below standard	24.4 points below standard	
Increased Significantly ++20 points	Increased Significantly ++20.8 points	
159	116	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	26.3 points below standard	80.2 points below standard
	Increased Significantly ++20.8 points	Increased Significantly ++41.8 points
	139	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		78.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Increased Significantly ++20.2 points	6
		14	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
28.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++28.1 points	4		1
132			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68 points below standard	0.3 points above standard	21 points below standard
Increased Significantly ++51.5 points	Increased ++6.1 points	Increased ++7.3 points
42	74	36

Conclusions based on this data:

1. Based on the 2019 CAASPP Math data by English Learner status, all three subcategories saw an increase an academic achievement English Learners (+51.5), Reclassified English Learners (+6.1 points) and English Only students (+7.3 points).

2. Based on the 2019 CAASPP Math data by race and ethnicity, Asian students (+20.2 points) and Hispanic students (+28.1 points) saw an increase in academic achievement.

3. Based on the 2019 CAASPP Math data, Socioeconomically Disadvantaged (+20.8 points) and Students with Disabilities (+41.8 points) saw an increase in academic achievement.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
42.1 making progress towards English language proficiency
Number of EL Students: 76
Performance Level: Low
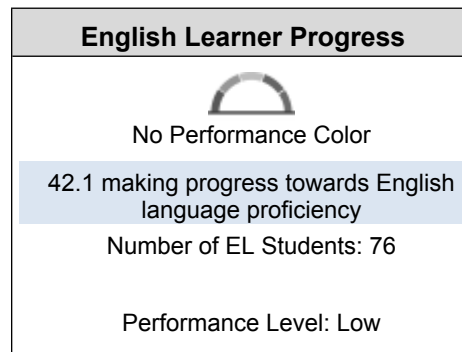
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
31.5	26.3	2.6	39.4

Conclusions based on this data:

1. 42.1% of students identified as English learners are making progress towards English language proficiency.

2. 30 students progressed at least one ELPI level, while 22 students maintained their previous proficiency level.

3. 24 students decreased one ELPI level.
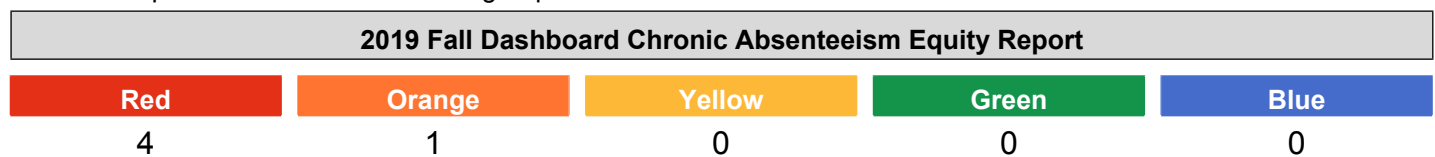
School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report |

| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
13.9	15.9	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.9	Increased Significantly +6.2	
381	170	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	15.2	23.9
	Increased Significantly +4.4	Increased +12.8
7	342	46

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.1	6.7
6	1	Increased +6.1	Increased +1.4
		37	15

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
15.2	9.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4	11	6	2
303			

Conclusions based on this data:

1. Based on 2019 Chronic Absenteeism data, all student subgroups saw an increase in their chronic absenteeism rate.

2. Students identified as Asian (+6.1%) English learners (+6.2%) and SWDs (+12.8%) had the highest levels of increase in their chronic absenteeism rates.

3. Students identified as English learners (15.9%), Hispanic (15.2%), Socio Economically Disadvantaged (15.2%) and Students with Disabilities (23.9%) are the four subgroups with the highest chronic absenteeism rates.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
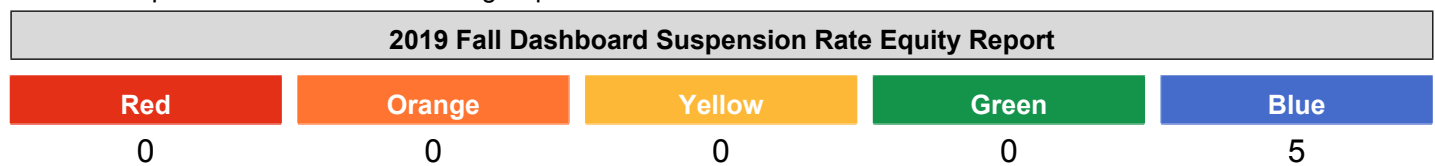
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.5	0.6	Less than 11 Students - Data Not
Declined Significantly -1.6	Declined Significantly -1.9	2
391	177	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0.6	0
7	Declined Significantly -1.8	Maintained 0
	352	50

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	6.7
6	1	Maintained 0	Increased +6.7
		37	15

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	No Performance Color
0.3	0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1.8	Maintained 0	6	3
312	11		

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	0.5

Conclusions based on this data:

1. The suspension rate overall has decreased from 2018 to 2019 by 1.6%.

2. Based on 2019 suspension data by race/ethnicity, the Filipino suspension rate increased by +6.7% (the only subgroup to increase).

3. Based on 2019 suspension data by student groups, the all student group (-1.6%), English learner group (-1.9%), and the socioeconomically disadvantaged group (-1.8%) declined significantly.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

By June 2021, we as a San Antonio team will provide opportunities that will assist all students to grow in mathematics:
Grades K-3: students below grade level in Reading/ELA will make 1.5 years growth as measured by Benchmark Level Screener or BookNook
Grades K-3: students at grade level in Reading/ELA will make 1 year growth as measured by iReady
Grades 4-5: students will grow one performance level (band) in math as measured by the Smarter Balanced Summative Assessments or California Alternate Assessment.

Identified Need

Because of the COVID-19 pandemic and the reality that student learning has been largely virtual, students need targeted support to continue developing in written language (i.e., writing --decoding + comprehension -- and reading -- handwriting, spelling, written composition (i.e., argumentative, informational/explanatory, narrative)).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Per 2018-19 SBAC diagnostics: • 38.73% of 3rd-5th grade students placed Standard Not Met (level 1) • 19.67% 3rd-5th grade students placed Standard Nearly Met (LEVEL 2) • 27.17% of 3rd-5th grade students placed Standard Met (LEVEL 3) • 14.45% 3rd-5th grade students placed Standard Exceeded (LEVEL 4)	Grades 4-5: students will grow one performance level (band) in Reading/ELA as measured by the Smarter Balanced Summative Assessments or California Alternate Assessment.
Fastbridge (2nd through 5th) - aReading.	Per 2020-21 diagnostics: • high risk - 36% • some risk - 28%	Illustrate a 10% decrease in at risk students and a 10% increase of on Track students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• low risk - 22% • On Track SBAC - 14%	as measured by the 2021-22 Spring Fastbridge aReading diagnostic.
ESGI (TK through 1st)	Per 2020-21 diagnostics: • Uppercase Letters (RF.1d) • Lowercase Letters (RF.1d) • Rhyme Awareness • Uppercase Sounds (RF.3) • Lowercase Sounds (RF.3)	All students TK through 1st will master lower/uppercase letters and sounds and rhyme awareness as measured by the 2021-22 Spring ESGI diagnostic.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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)
1500.00	Title I 1000-1999: Certificated Personnel Salaries 1,500.00

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
7500.00	Title I 5000-5999: Services And Other Operating Expenditures 7500.00
4792.00	Title I 5000-5999: Services And Other Operating Expenditures 4792.00

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
1,705.00	Title I 4000-4999: Books And Supplies 1705.00
3250.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies 3200.00 ($200 per teacher)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize Reading Partners interventions to support literacy development with written language of students so they may increase access to grade-level content.

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)
5000.00	Title I 5000-5999: Services And Other Operating Expenditures 5000.00

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.

There has been intentional effort to implement standards-aligned formative assessments within all grade levels to inform instructional practice. Additionally, during the 2020-21 academic year, the grade-level teams were able to intentionally work together to deepen the instructional practice in the use of math standards, standards aligned formative assessments and data analysis.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

By 2022, all students identified as English learners will grow one English Learner Progress Indicator (ELPI) level as measured by the English Language Proficiency Assessments for California (ELPAC) or if they are a level 4 maintain their level/and or reclassify to fluent English proficient.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as English learners.

Strategy/Activity

Use technological resources to support the learning of students via multiple modalities (i.e., printers, copiers and needed components) to enhance achievement for students identified as 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)
2,125.00	Title I 5000-5999: Services And Other Operating Expenditures Technology Rentals and Leases
930.00	Title I 5000-5999: Services And Other Operating Expenditures Technology Equipment Maintenance
335.00	Title I 5000-5999: Services And Other Operating Expenditures Technology Equipment Overages

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as English learners.

Strategy/Activity

Teachers will provide before or after school interventions to students identified as English learners to improve the oral and written language.

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

Amount(s)	Source(s)
1,000.00	Title I 1000-1999: Certificated Personnel Salaries Duty & Extended Duty Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as English learners.

Strategy/Activity

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

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

Amount(s)	Source(s)
0.00	(No cost - paid by District Office)

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.

There has been an intentional effort of school staff to support students identified as English learners in their English language acquisition. To deepen student learning of English as well as growth as measured by the ELPAC and CAASPP teachers have worked to develop their practice in using ELPAC data to inform both their instructional strategies and lessons during integrated and designated ELD. Although we have seen a significant growth in the number of students reclassifying to fluent English proficient, there is still a need to support students identified as English learner meet or exceed grade level standard as measured by CAASPP. Working to meet the needs of students identified as English learners has been further exacerbated by the COVID-19 pandemic (distance learning via Zoom), which has reduced the opportunities for many of our students to engage in peer conversations to develop their English proficiency.

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

One of the main differences has been that our district office has covered the cost of extended duty for after-school interventions for our students identified as English learners versus having those funds be allocated centrally. These after school interventions provide supplemental learning opportunities for students at the Level 1 and 2 of the ELPAC.

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

One of the main changes from last year to this year is that there will be supplemental interventions being provided to students identified as English learners during the after school space. Given that approximately 1/3 of total San Antonio students are in this classification, the team sees the need to provide targeted supplemental time where they may intentionally work with students to meet grade-level standards. Furthermore, our district office provided access to BrainPoP ELD as a program to

enhance asynchronous learning opportunities for students. Additionally, Constructing Meaning cohorts were offered to the principal and teachers to deepen their instructional craft in supporting written and oral language development for students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

By Spring 2022, we will decrease the percent of students not responding favorably to feeling a sense of belonging by 7%.

Identified Need

The Panorama survey results show that 12% of n=125 did not respond favorably to feeling a positive sense of belonging (school connectedness), while only 57% of students responded favorably to feeling close to people at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey (125 responses)	Knowledge and Fairness of Discipline, Rules and Norms (+7% change since Fall 2020) (overall = 84%) Climate of Support for Academic Learning (+6% change since Fall 2020) (overall = 82%) Sense of Belonging: School Connectedness (+2% change since Fall 2020) (overall 78%) Safety (+6% change since Fall 2020) (overall 75%)	By Spring 2022, we will decrease the percent of students not responding favorably to feeling a sense of belonging by 7%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School will support the implementation of enrichment activities to support applied and experiential learning.
- Academic field trips
- College Tours
- Spelling Bee
- STEAM Showcase
- EPIC Builds

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)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Fees Admission
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trips Transportation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
7,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trips & Science Camp

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
18,000.00	Title I 5000-5999: Services And Other Operating Expenditures Contracted Services - Little Heroes
10,000.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Contracted Services - Little Heroes

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School staff and students will grow and strengthen restorative justice approach and practices as well as develop and implement the use of designated calming areas on 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)
0.00	No cost - paid by District Office

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	No cost - paid by District Office

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

All students

Strategy/Activity

Makerspace for TK-5 grade students to have hands-on learning experiences as well as ongoing yearly cost to cover materials to stock said makerspaces.

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

Amount(s)	Source(s)
15,000.00	Title I 4000-4999: Books And Supplies Makerspace Materials and Supplies

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

All students

Strategy/Activity

Parents will be honored and recognized for the time that they contribute supporting the school (volunteering 30 hours or more).

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)
200.00	Title I 4000-4999: Books And Supplies Recognition 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)

All students

Strategy/Activity

School will support parent engagement in school activities including, but not limited to: Back to School Night, Open House, Winter Performances, Academic Nights, Los Dichos, Parent Conferences, and San Antonio Community monthly lunches, community meetings with the principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies Recognition Materials and Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monthly recognitions for positive reinforcement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies Recognition Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School will send weekly digital communication to parents to inform parents of school and district information via Smore online platform to build and send online newsletters.

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)
150.00	Title I 5000-5999: Services And Other Operating Expenditures Expenditures - Smore License

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.

Being in my second year as principal, it has been two years of learning to reflect on the state of school culture and the notion of safety students feel at the school site. Given this learning, the community has provided input on areas they have felt are opportunities for growth. With the change in school staff we found the need to refine site expectations to ensure we are united in our care and support of students across all grade levels. Our strategies and steps have led to a positive change and the meeting of our goal in our two focus areas: "Knowledge and Fairness of Discipline, Rules and Norms" (73% to 84%) and "Safety" (66% to 75%).

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

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

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

We have made the intentional decision to build up our Friday morning virtual rallies where we recognize our students of the week for key character traits that are derived from PeaceBuilders. Additionally, we have brought on board a counselor intern from a local university to assist us in meeting the socio-emotional needs of our students. Given that we are coming off of a year of distance learning where a majority of students have engaged in learning from home, with limited physical interaction with staff and other students, we see and the data reflects an increased need to enhance student sense of belonging.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

By Spring 2022, 70% of students will respond favorably that they believe they can succeed in achieving academic outcomes (self-efficacy).

Identified Need

Based on 125 responses, 55% of students believe they can succeed in achieving academic outcomes (self-efficacy).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2021 Student SEL Skills Survey (n=125)	Social Awareness (+4% change since Fall 2020) (overall = 65%) Growth Mindset (-3% change since Fall 2020) (overall = 63%) Self-Management (+2% change since Fall 2020) (overall = 62%) Self-Efficacy (+3% change since Fall 2020) (overall = 55%)	By Spring 2022, 70% of students will respond favorably that they believe they can succeed in achieving academic outcomes (self-efficacy).

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will continue to take great importance in our school environment and rewards will be provided to students demonstrating high character values and positive actions (i.e., PeaceBuilders program,

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

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Staff and Students will grow and strengthen in SEL supports via Kimochis.

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

Amount(s)	Source(s)
0.00	No Cost - paid by District Office.

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.

Based on the 2019 parent and teacher climate survey we see that there has been a positive impact of the strategies/activities implemented. Parent overwhelmingly illustrate a sense of belonging within an environment that is safe and caring. Teachers on the other hand have a relatively lower sense of belonging and there seems to be a need to do some more intentional work supporting the climate of teachers at the school site. As of Spring 2021, family sense of belonging (school

connectedness) os at 97% and staff sense of belonging is at 93% -- with 100% of staff indicating that the school is a supportive and inviting place to work.

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

There are no major difference between the intended implementation and the budgeted expenditures.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$94,232
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$86,487.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$73,237.00

Subtotal of additional federal funds included for this school: $73,237.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF Supplemental/Concentration	$13,250.00

Subtotal of state or local funds included for this school: $13,250.00

Total of federal, state, and/or local funds for this school: $86,487.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	73,237	0.00
LCFF Supplemental/Concentration	13,250	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ivan Montes	Principal
Stacy Wang	Classroom Teacher
Angelica Morales	Parent or Community Member
Ruth Su	Classroom Teacher
Leticia Corona	Other School Staff
Ariana Diaz	Parent or Community Member
Veronica Amador	Parent or Community Member
Manuel Marquez	Parent or Community Member
Elizabeth Cristina Murillo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2021.

Attested:

Principal, Dr. Ivan Rosales Montes on May 7, 2021

SSC Chairperson, Mr. Manuel Marquez on May 7, 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

San Antonio Elementary School
2021-22 School Plan for Student Achievement (SPSA) Summary
(Specific allocations subject to change)

Vision
Our students will reach their potential and become productive citizens, critical thinkers and lifelong learners.

Mission
We will provide a safe, inclusive and challenging environment where students engage in an innovative instructional program, while feeling welcomed, loved and supported.

2021-22 LCAP - $13,250	2021-22 Title I - $73,237		Total Amount: $94,232
LEA/LCAP Goal: Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.	**LEA/LCAP Goal:** Students identified as English Learners will have the required skills to reach grade level standards/proficiency.	**LEA/LCAP Goal:** Provide all students and families a safe, welcoming, and caring environment conducive to learning.	**LEA/LCAP Goal:** Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
Identified Need: Because of the COVID-19 pandemic and the reality that student learning has been largely virtual, students need targeted support to continue developing in written language (i.e., writing --decoding + comprehension -- and reading -- handwriting, spelling, written composition (i.e, argumentative, informational/explanatory, narrative)).	**Identified Need:** About one third of students at San Antonio are identified as English learners. Continuing to support the English language acquisition of students is a priority and need so they may access grade-level instruction and content.	**Identified Need:** The Panorama survey results show that 12% of n=125 did not respond favorably to feeling a positive sense of belonging (school connectedness), while only 57% of students responded favorably to feeling close to people at school.	**Identified Need:** Based on 125 reponses, 55% of students believe they can succeed in achieving academic outcomes (self-efficacy).
Goal Area 1: By June 2021, we as a San Antonio team will provide opportunities that will assist all students to grow in mathematics: Grades K-3: students below grade level in Reading/ELA will make 1.5 years growth as measured by Benchmark Level Screener or BookNook Grades K-3: students at grade level in Reading/ELA will make 1 year growth as measured by iReady Grades 4-5: students will grow one performance level (band) in math as measured by the Smarter Balanced Summative	**Goal Area 2:** By 2022, all students identified as English learners will grow one English Learner Progress Indicator (ELPI) level as measured by the English Language Proficiency Assessments for California (ELPAC) or if they are a level 4 maintain their level/and or reclassify to fluent English proficient.	**Goal Area 3:** By Spring 2022, we will decrease the percent of students not responding favorably to feeling a sense of belonging by 7%.	**Goal Area 4:** By Spring 2022, 70% of students will respond favorably that they believe they can succeed in achieving academic outcomes (self-efficacy).

Assessments or California Alternate Assessment.			
Key Drivers: ● **W.CCR.5. Develop and strengthen writing as** ● **needed by planning, revising, editing, rewriting, or** ● **trying a new approach.**	**Key Drivers:** ● **Provide standards-based designated ELD** ● **Utilize data to triangulate and inform instruction.** ● **Ensure students with IEPs have necessary accommodations, opt out or alternate assessments.** ● **Utilize scaffolds and supports to ensure students have access to grade-level content.**	**Key Drivers:** ● **Feeling close to people at school** ● **Happy to be at school** ● **Feel like you are part of the school** ● **Staff treat students fairly at school**	**Key Drivers:** ● **Can earn an A in their class** ● **Can do well on all their tests, even when they're difficult** ● **Can master the hardest topics in their class** ● **Can meet all the learning goals their teachers set.**

Strategy/Activity 1
Utilize grade-level collaborations and full day releases to deepen shared understanding of instructional practices and grade-level standards/practices as well as support shared learning around instructional practices.

==1,500.00 - Title I: Certificated Personnel Salaries (Substitutes)==

Strategy/Activity 2
Implement digital instructional programs to support students development in grade-level content via a blended learning and differentiated platforms.

==7,500.00 - Title I License Agreement - Digital Instructional Program==

==4,792.00 - Title I - Services and Contracted Expenditures (License Agreement - Renaissance Learning (AR))==

Strategy/Activity 3
Purchase school supplies, materials and equipment such as, but not limited to materials for grades to support routines, supplemental materials, classroom library books, AV equipment, document cameras, printers, computers, software, maintenance of computers and print shop orders to deepen student teaching and learning and ensure equitable access. Additionally, students will have

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Strategy/Activity 1
Use technological resources to support the learning of students via multiple modalities (i.e., printers, copiers and needed components) to enhance achievement for students identified as English learners.

==2,125.00 - Title I - Services and Other Operating Expenditures - Technology Rentals and Leases==

==930.00 - Title I - Services and Other Operating Expenditures - Technology Equipment Maintenance==

==335.00 - Title I- Services and Other Operating Expenditures - Technology Equipment Overages==

Strategy/Activity 2
Teachers will provide before or after school interventions to students identified as English learners to improve the oral and written language.

==1,000 - Title I: Certificated Personnel Salaries - Extended Duty & Extended Duty Benefits==

Strategy/Activity 3
Yes We Can Read! will provide targeted literacy interventions TK-1 to students identified as English learners to improve the oral and written language.

Strategy/Activity 1
School will support the implementation of enrichment activities to support applied and experiential learning.
• Academic field trips
• College Tours
• Spelling Bee
• STEAM Showcase
• EPIC Builds
• Science Camp

==3,000 - Title I - Services and Other Operating Expenditures - Field Trip-Fees Admission==

==3,000 - Title I - Services and Other Operating Expenditures - Field Trips Transportation==

Strategy/Activity 2
School will support the implementation of enrichment activities to support applied and experiential learning via 5th Grade Science Camp

==7,000 - Title I - Services and Other Operating Expenditures - Field Trips & Science Camp==

Strategy/Activity 3
All San Antonio students will have an opportunity to participate in Little Heroes before, during and after school to enhance fitness, collaboration and leadership skills.

==18,000 - Title I - Services and Other Operating Expenditures -==

Strategy/Activity 1
We will continue to take great importance in our school environment and rewards will be provided to students demonstrating high character values and positive actions (i.e., PeaceBuilders program, adequate access to books regarding character building). Students will be rewarded for their academic achievement via Student of the Week, Soaring to Success positive reinforcement recognitions.

==1,000.00 - Title I - Books and Supplies (Materials and Supplies)==

Strategy/Activity 2
School Staff and Students will grow and strengthen in SEL supports via Kimochis.

<mark>0.00 - (No cost - paid by District Office)</mark>

access to computers and iPads to improve: vocabulary, language skills and provide blended and personalized learning opportunities. Additionally, teachers will be allotted $200.00 each to purchase supplemental materials to provide equal educational access to the California State Common Core Standards. ==1,705.00 - Title I - Books and Supplies - Instructional Materials and Supplies== ==3,250.00 - LCFF - Books and Supplies - Materials and Supplies ($200.00 per teacher)== **Strategy/Activity 4** Utilize Reading Partners interventions to support literacy development of students so they may increase access to grade-level content and material in mathematics. ==5,000.00 - Title I - Services and Other Operating Expenditures - Contracted Services - Reading Partners==	==0.00 - (No cost - paid by District Office)==	==**Contracted Services - Little Heroes**== ==**10,000 - LCFF - Services and Other Operating Expenditures - Contracted Services - Little Heroes**== **Strategy/Activity 4** School staff and students will grow and strengthen restorative justice approach and practices as well as develop and implement the use of designated calming areas on campus. ==**0.00 - (No cost - paid by District Office)**== **Strategy/Activity 5** Implement supports and initiatives that will serve to support the social and emotional needs of students through individual and group counseling services with Alum Rock Counseling Center's PEI program. ==**0.00 - (No cost - paid by District Office)**== **Strategy/Activity 6** Makerspace for TK-5 grade students to have hands-on learning experiences as well as ongoing yearly cost to cover materials to stock said makerspaces. ==**$15,000 Title I**== **Strategy/Activity 7** Parents will be honored and recognized for the time that they contribute supporting the school (volunteering 30 hours or more). ==**200.00 - Title I - Books and Supplies - Recognition materials and supplies**== **Strategy/Activity 8** School will support parent engagement in school activities including, but not limited to: Back to School Night, Open House, Winter Performances, Academic Nights, Los Dichos, Parent Conferences, and San Antonio Community monthly lunches, community meetings with the principal. ==**500.00 - Title I - Books and Supplies - Recognition materials**==	

		and supplies **Strategy/Activity 9** Monthly recognitions for positive reinforcement. **500.00 - Title I - Books and Supplies - Recognition materials and supplies** **Strategy/Activity 10** School will send weekly digital communication to parents to inform parents of school and district information via Smore online platform to build and send online newsletters. **150.00 - Title I - Professional Services and Operating Expenditures - Smore License**	