



# 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
Glen View Elementary School	43-69484-6047310	October 28, 2021	November 18, 2021

## Purpose and Description

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

Schoolwide Program

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

Glen View Elementary has an enrollment of 445 students. For 2021-22, 76% of the students receive free and reduced lunch; this is a growth of 12% from 2020, when it was 64%. 40% of the students at Glen View are English Language Learners, 82% of the students are Hispanic and 13% are students with disabilities.

**Mission:** We are a diverse, nurturing community that is dedicated to cultivating an environment that is safe, engaging, joyful, and respectful of all. Together we inspire all students to discover their talents and passions on the journey toward achieving their full potential.

Areas of focus for the year were EL support, parent engagement, and the continued implementation of District Initiatives during distance learning. We focused on SEAL, strengthening Thinking Maps, GLAD, and refining our reading intervention supports in all grades to support the learning loss during this pandemic. We also continued to support our Parent/Community Liaison position. We continued to support with literacy with our Literacy Facilitator, Assessment Para, and a kindergarten support para.

The teachers and staff are focused on creating an environment in which all students can achieve. We serve a community of great need and although supporting academics is important, accommodating the emotional, and mental health needs takes priority at Glen View. We look forward to a continued partnership with SCCOE to develop multi-tiered levels of support in order to properly support our community. In order for our students to fully participate in their learning, we at Glen View are committed to meeting the students needs at the destination where they are at, whether that be emotionally, mentally, or academically.

The adults at Glen View Elementary play a large role in establishing a positive and safe school climate. The school community actively participates in Character Counts and is continuing to develop more into our implementation of PBIS. This is a character-development framework which sends students a common message and a common set of expectations related to good character. Character-building habits are established and reinforced year after year. The Character Counts Program teaches students about being respectful, responsible and trustworthy citizens. Last year we were a PBIS pilot school, and we developed a new virtual Check in Check out system (CICO) with our Distance Learning Access Center located on our campus. We are working on creating a system similar to this to implement this year. During these unbelievably hard times, it is important to us that the students feel supported with check ins from the adults on our campus.

This year, we look forward to deepening the implementation of previously learned strategies and resources such as Thinking Maps, Guided Process Reading SEAL and GLAD strategies to support learning loss that occurred during distance learning. Along with continuing to implement the Benchmark Advance curriculum and the district initiatives around English Learners, such as SEAL and GLAD, we will continue to improve instruction and student achievement in math K-5. This year we will continue to dive into Next Generation Science Standards, as all K-5 classrooms implement our new science adoption and science lessons. We look forward to supporting teachers with the implementation of effective interventions to help support growth from learning loss in the academics, but specifically in reading. As a school, we are committed to bringing reading literacy to the top of our priorities with all of our students. We know that reading has always been our focus; however, now more than ever, our dedication to this is even stronger. We are excited about taking on the challenge of trying to increase parent involvement and look forward to building the relationship between school and home after the very challenging times during distance learning.

We welcome parents and family members to volunteer in various capacities. Parents are involved in the governance of the school through participation in School Site Council (SSC) and English Learner Advisory Committee parent meetings. The SSC monitors budgets and schoolwide programs, while the ELAC is able to have a place to voice concerns or questions from parents of English learners. ELAC meetings are held in the afternoons to accommodate the parents. Parents also participate in our school through the Parent Club, which raises money for the school. Teachers also welcome parent help with take home prepping of projects, so that they can connect home and school in the classroom.

# 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**

The Stakeholder Engagement process is an ongoing, annual process. Meaningful involvement of parents, students and other stakeholders is critical to the development and review of the SPSA. School Site Council including parents, teachers, staff and the principal, as well as ELAC members review the SPSA in the fall and throughout the year.

# 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	1.16%	1.22%	1.3%	6	6	6
African American	0.39%	0.2%	0.6%	2	1	3
Asian	1.16%	1.62%	1.3%	6	8	6
Filipino	0.97%	1.83%	2.1%	5	9	10
Hispanic/Latino	82.98%	81.95%	81.6%	429	404	389
Pacific Islander	%	0%	%		0	
White	3.87%	4.87%	5.5%	20	24	26
Multiple/No Response	0.39%	7.91%	0.6%	2	2	3
Total Enrollment				517	493	477

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	78	57
Grade 1	67	71	89
Grade 2	92	71	72
Grade3	88	83	76
Grade 4	96	97	85
Grade 5	105	93	95
Grade 7			3
Total Enrollment	517	493	477

# 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	265	247	192	51.3%	50.1%	40.3%
Fluent English Proficient (FEP)	43	38	39	8.3%	7.7%	8.2%
Reclassified Fluent English Proficient (RFEP)	5	13	19	1.8%	4.9%	7.7%

# 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	114	92	90	107	88	86	107	88	86	93.9	95.7	95.6
Grade 4	99	107	95	95	104	94	94	104	94	96	97.2	98.9
Grade 5	101	93	103	99	93	101	99	93	101	98	100	98.1
All Grades	314	292	288	301	285	281	300	285	281	95.9	97.6	97.6

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2358.	2374.	2385.	4.67	9.09	12.79	14.95	13.64	15.12	19.63	28.41	27.91	60.75	48.86	44.19
Grade 4	2428.	2423.	2430.	9.57	9.62	14.89	22.34	17.31	20.21	22.34	25.96	22.34	45.74	47.12	42.55
Grade 5	2471.	2475.	2467.	12.12	7.53	9.90	32.32	33.33	27.72	18.18	27.96	19.80	37.37	31.18	42.57
All Grades	N/A	N/A	N/A	8.67	8.77	12.46	23.00	21.40	21.35	20.00	27.37	23.13	48.33	42.46	43.06

# 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	114	91	90	110	87	86	110	87	86	96.5	95.6	95.6
Grade 4	99	107	95	97	107	95	97	106	95	98	100	100
Grade 5	101	93	103	101	91	102	101	91	102	100	97.8	99
All Grades	314	291	288	308	285	283	308	284	283	98.1	97.9	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2407.	2387.	2411.	10.00	9.20	9.30	21.82	16.09	31.40	35.45	31.03	22.09	32.73	43.68	37.21
Grade 4	2461.	2441.	2441.	11.34	7.55	4.21	23.71	21.70	28.42	44.33	43.40	26.32	20.62	27.36	41.05
Grade 5	2447.	2481.	2457.	7.92	15.38	6.86	15.84	17.58	16.67	25.74	28.57	30.39	50.50	38.46	46.08
All Grades	N/A	N/A	N/A	9.74	10.56	6.71	20.45	18.66	25.09	35.06	34.86	26.50	34.74	35.92	41.70

# School and Student Performance Data

## ELPAC Results (Overall)

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	1428.3	1426.7	1441.3	1433.9	1398.0	1409.6	43	38
Grade 1	1458.9	1457.4	1468.4	1470.0	1449.0	1444.2	47	42
Grade 2	1494.0	1510.1	1490.0	1519.1	1497.4	1500.6	48	41
Grade 3	1472.8	1494.6	1471.9	1494.4	1473.2	1494.4	48	37
Grade 4	1500.6	1525.4	1502.1	1523.8	1498.6	1526.7	49	49
Grade 5	1533.8	1529.5	1538.3	1523.5	1528.8	1534.9	39	42
All Grades							274	249

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	30.23	15.79	30.23	44.74	32.56	26.32	*	13.16	43	38
1	40.43	7.14	27.66	45.24	*	42.86	*	4.76	47	42
2	45.83	24.39	41.67	56.10	*	17.07	*	2.44	48	41
3	*	18.92	31.25	29.73	35.42	45.95	31.25	5.41	48	37
4	*	28.57	48.98	38.78	*	30.61	*	2.04	49	49
5	51.28	19.05	38.46	50.00	*	19.05	*	11.90	39	42
All Grades	30.66	19.28	36.50	44.18	18.25	30.12	14.60	6.43	274	249



# 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
493	84.0	50.1	0.8
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	247	50.1
Foster Youth	4	0.8
Homeless	10	2.0
Socioeconomically Disadvantaged	414	84.0
Students with Disabilities	67	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	.2
American Indian	6	1.2
Asian	8	1.6
Filipino	9	1.8
Hispanic	404	81.9
Two or More Races	2	0.4
White	24	4.9

Conclusions based on this data:

1.

# School and Student Performance Data

ELA Benchmark (STAR Reading 2<sup>nd</sup>-8<sup>th</sup>, MAP 9<sup>th</sup>-10<sup>th</sup>)

	18-19 Spring	19-20 Spring	20-21 Spring
2nd	44%	47%	26.76%
3rd	35%	37%	29.87%
4th	35%	37%	22.62%
5th	28%	24%	17.98%

**Math Benchmark**

	18-19 Winter/Spring	19-20 Winter/Spring	20-21 Spring
1st	77%	51%	
2nd	55%	64%	32.84%
3rd	18%	31%	31.08%
4th	45%	44%	36.47%
5th	17%	21%	26.37%

# 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 1 Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness

## Goal 1

Increase the number of students meeting or exceeding grade level standards in ELA and Math  
Ensure teachers have the support to meet the various level of needs for continued implementation of CC through the adopted programs.  
Ensure that classrooms in grades K-5 are continuing the integration of EL strategies.  
Support the use of technology, applications, and technology resources needed to deliver instruction.  
Maintain support for teachers in GLAD/SEAL.  
Maintain support for teachers in interventions for learning loss.

## Identified Need

What data did you use to form this goal?

2019 ELA and Math CAASPP Results

AR STAR assessment data

STAR Math assessment data

ELPAC and Reclassification rates

Brightbytes data

IStation

What were the findings from the analysis?

Due to the Hybrid model we had in the Spring, assessments were administered all in distance learning. This caused our assessment data to not be completely accurate. Progress monitoring is essential for all students as we are trying to recover learning loss and make growth.

How will the school evaluate the progress of this goal?

Progress monitoring using IReady, District Benchmark Data, formal/informal assessments, CAASPP, ELPAC, and observations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	33% of 3rd-5th students met or exceeded standard on the CAASPP in ELA	Increase by 5% for all grade levels
CAASPP MATH	33% of 3rd-5th students met or exceeded standard on the CAASPP in Math	Increase by 5% for all grade levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR	Overall 27%of students scored at levels 3 and 4	Increase by 10%
Bright Bytes	17% of students use technology to problem solve	Increase to 20%
Math Benchmark	Overall 31% of students scored at levels 3 and 4	Increase by 10%
F&P Assessment	average of 50% of students scored at grade level end of year	65% will score at grade level on end of year assessment

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

#### STRATEGY

Create an advisory committee that will set goals, review data and guide the implementation of best practices through grade level collaboration.

Provide each grade level with collaboration time to implement strategies, collaborate and execute plans as developed by the committee. (\$2,000 Goal 1)

Plan and implement effective small and whole group instruction based on the analysis of reports from IReady, and Accelerated Reader.

Provide instructional materials and support curriculum to meet the needs of all students.(\$10,000 Goal 1)

### 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.

2000	LCAP Goal 1
10000	LCAP Goal 1

## 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

Strategy

Monitor and support the implementation of instruction to improve student outcomes.

Provide support and time for collaboration

Use Accelerated Reader to track student progress toward reading goals and motivate students to read more. (\$3,745 Restricted Lottery)

Use the ST Math computer program to improve students' mastery of math concepts and track progress. (\$5,000 Restricted Lottery)

Use the NGSS standards to engage students with the necessary skills to enable all students to be college and career ready. (\$1,200 for materials LCAP Goal 1)

Thinking Maps will be used across all academic content areas to generate higher critical thinking skills.

Purchase materials for small groups books (\$2,000 IMF)

Phonics materials (\$1,000 Goal 1)

Materials and supplies (site discretionary \$11,000)

**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.

8745

Restricted Lottery

2,200

LCAP Goal 1

2000

IMF

11,000

Site Discretionary

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

STRATEGY

Support effective professional development to ensure targeted instruction to support the various academic levels of students.

All Kinder through 5th grade classes will participate in professional development and coaching around small group instruction.( \$2,000 Goal 1)

Provide training in Thinking Maps for ELs.

Provide after school training on Fountas and Pinnell intervention kits (\$1,000 Goal 1)

#### **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.

2000

LCAP Goal 1

1000

LCAP Goal 1

#### **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**

###### **Strategy**

Provide Technology software and hardware upgrades and support for teaching and learning.

Purchase annual software maintenance support for ST math and IREADY (\$5000 Restricted Lottery)

Outfit classrooms with updated technology equipment: headphones(\$10,000 Goal 1)

#### **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.

5,000

Restricted Lottery

10,000

LCAP Goal 1

# 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.

Over the last couple of years, most of our teachers were SEAL or GLAD trained and began the ongoing refinement of SEAL thematic units. They were focusing on specific strategies as a school to become experts in. In order to make the most impact in our classrooms to be highly effective and engaging for all, this year we will continue to expand the previous focus areas.

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

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

This year, we will strive to continue to support all levels of learners with engagement. As a school, we will become more effective in engaging our learners to become 21 century prepared and college ready.



# 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 equitable support for all learners

## Goal 2

Increase the number of Economically Disadvantaged students meeting/exceeding standards  
Support English Learners in their language development as evidenced by their growth on their progression of ELPAC levels  
Provide intervention to targeted students  
Increase the number of EL students meeting the reclassification criteria  
Monitor student progress  
Provide newcomers with specific ELL instruction

## Identified Need

What data did we use to form this goal?

2019 ELA and Math CAASPP Results  
2020/21 ELPAC  
CBEDS  
End of the year teacher reflections.  
District Benchmarks  
AR STAR assessment data  
F&P Data  
Istation

What were the findings from the analysis?

Due to the Hybrid model we had in the Spring, assessments were administered all in distance learning. This caused our assessment data to not be completely accurate. Progress monitoring is essential for all students as we are trying to recover learning loss and make growth.

How will the school evaluate the progress of this goal?

Progress monitoring using IReady, District Benchmark Data, CAASPP, ELPAC, formal/informal assessments, and observations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	33% of 3rd-5th students met or exceeded standard on the CAASPP in ELA	Increase by 5% for all grade levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH	33% of 3rd-5th students met or exceeded standard on the CAASPP in Math	Increase by 5% for all grade levels
STAR	Overall 38% of students scored at levels 3 and 4	Increase by 10%
F & P Assessment	average of 50% of students scored at grade level end of year	65% will score at grade level on the end of year assessment
Math Benchmark	Overall 40% of students scored at levels 3 and 4	Increase by 10%
ELPAC	7 % of level 4	Increase to 15%

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

#### Strategy/Activity

Use reading data to plan and implement intervention strategies and programs for all students (\$500 LCAP Goal #2 for teachers extra pay training after school)  
(\$3,500 LCAP Goal # 2 Conferences to support reading growth and understanding)

#### 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.

500	LCAP Goal 2
3500	LCAP Goal 2
	Other

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide intervention support for students below grade and above grade level in reading both during and outside of the regular school day.

Implement a tiered system of intervention

(\$8,000 (LCAP # 2)for teachers extra pay before/after school intervention)

(\$89,714 LCAP Goal #2 and \$54,986 Title I Literacy Facilitator)

(\$17,446 LCAP Goal #2 and \$52,339 Title I Assessment Paraeducator)

(\$16,509 Title I Kindergarten Paraeducator)

(\$2,000 LCAP Goal #2 Reading Materials needed)

**Proposed Expenditures for this Strategy/Activity**

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

117,160

LCAP Goal 2

123,834

Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Engage students in significantly more reading of text with many opportunities for student choice with the goal of building a love and habit of reading

(Librarian Clerk SLIBG \$7,062)

**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.

7062

SLIBG

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Offer training by Chris Biffle on Whole Brain Teaching to support engagement of students.  
(Pay for teachers 6 X \$500= \$3,000 Goal 2)

### 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.

3000

LCAP Goal 2

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Purchase flexible seating for students in need of alternative furniture to support their engagement in the classroom.  
(\$1,000 Goal 2)

### 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.

1,000

LCAP Goal 2

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

English learner students

#### Strategy/Activity

Provide staff development in integrated and designated ELD and Plan thematic Common Core units that integrate themes across disciplines (i.e., Social Studies, Science) using GLAD and SEAL strategies

ELD Materials and development (\$2,500 LCAP Goal #2)  
Extra Pay for teachers to be trained in Thinking Maps for ELs (\$1,500 LCAP Goal # 2)

### 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.

4,000

LCAP Goal 2

## 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.

Prior to the Covid 19 shutdown, we began the implementation and intentional planning of small group reading instruction. The foundation was firmly planted for systematic planning and the building of our program will continue. We will be working with the District Academic coach side by side on this plan of action to be implemented this year.

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

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

This year, we will build off our previous work in small group reading instruction. We will strategically work to recover learning loss and increase academic proficiency for all students with a systematic approach. We will focus on building capacity within the school to support the multiple needs of our students. Students will be assessed often, the programs will be evaluated and then immediately altered to meet the various needs of all 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

Goal 3: School Culture & Engagement

## Goal 3

School will increase parent participation to strengthen connections between home, school and community  
School will strengthen the implementation of positive behavior systems to support students by having leadership opportunities  
Implement tiered intervention for attendance to address absenteeism and parental involvement.

## Identified Need

What data did you use to form this goal?

Attendance reports generated from the Aeries attendance accounting program.  
Discipline referral records from Aeries and suspension forms.  
Attendance at Parent Club, ELAC, & Parent workshops/meetings

How will the school evaluate the progress of this goal?

Attendance reports generated from the Aeries attendance accounting program.  
Discipline referral records from Aeries and suspension forms.  
Attendance at Parent Club, ELAC, & Parent workshops/meetings

What were the findings from the analysis of this data?

Parent engagement is increasing thanks to many opportunities for parents to attend school activities and the formation of a Parent Engagement Committee with the NSU (Neighborhood Safety Unit) Grant.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Chronic Absenteeism 14.2% (18-19)	Decrease by 2%
AERIES Discipline Data	The baseline for the 18-19 school year was 27 students	Decrease overall suspension rate, decrease suspension rate for students with disabilities

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

Increase opportunities for parents to learn about their child's progress, curriculum, and how they can reinforce learning at home through parent workshops, conferences, IEPs, and SSTs.

#### 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.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Promote activities and provide services that engage students, cultivate a positive school climate, and maintain student safety on campus (\$10,000 NSU Pro Social Activities)  
PBIS team will create and collaborate on continuing to develop a CICO system to support the mental health needs of our students.(\$10,000 NSU Grant for PBIS Stipends and incentives)  
Implement Second Step curriculum in all classrooms

#### 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.

10,000

Other

10,000

Other

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

In order to decrease Chronic Absenteeism by 2% attendance clerk, community liaison and principal will conduct SART meetings every month.

#### Proposed Expenditures for this Strategy/Activity

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

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Create positive relationship between home and school through ongoing communication and access to bilingual staff. Explore and implement strategies for increasing parent engagement, building community between families, and cultivating partnerships between teachers and parents to raise student achievement. During this time outreach and connection is extremely important. (Community Liaison salary LCAP Goal 3 \$8,265 and Title I \$10,102) (\$10,000 NSU Grant for Parent Club/ELAC Workshops) (\$1,000 LCAP Goal #2 Translators during parent conferences and Back to School Nights)

#### Proposed Expenditures for this Strategy/Activity

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

1,000	LCAP Goal 2
10102	Title I
8265	LCAP Goal 3
10000	Other

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity



**Proposed Expenditures for this Strategy/Activity**

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

	Other
	Other
	Other

**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.

Last year, we dedicated our efforts to parent outreach to support students in distance learning. Our PBIS implementation began two years ago, and we built a team of members that met regularly to develop a handbook of lessons with "hot spots" on campus and different incentives to spark positive behaviors.

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

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

This year, the PBIS team has become larger, they had the training of year two and now they are training the entire staff. The roll out has been steady and the progress is blooming. The new layer of Second Step to go hand and hand with PBIS will make our foundations for positive behavior focus even stronger. We look forward to the outcome of our strategic re engagement of our students who are returning after the shutdown. The Community Liaison has continued to play a critical role in bridging the home to school connection for the teachers, both academically and behaviorally. Parents enjoy having a dedicated person that is there to support their communication of needs to the teachers and the school.

# Budgeted Funds and Expenditures in this Plan

## Budget Summary (GUSD)

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 Allocated to the School (including Title I)	\$339,544.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds <b>Budgeted</b> for Strategies to Meet the Goals in the SPSA	\$363,368.00

### 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	Budgeted (\$)
Title I	\$133,936.00

Subtotal of additional federal funds included for this school: \$133,936.00

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

State or Local Programs	Budgeted (\$)
IMF	\$2,000.00
LCAP Goal 1	\$27,200.00
LCAP Goal 2	\$130,160.00
LCAP Goal 3	\$8,265.00
Other	\$30,000.00
Restricted Lottery	\$13,745.00
Site Discretionary	\$11,000.00
SLIBG	\$7,062.00

Subtotal of state or local funds included for this school: \$229,432.00

Total of federal, state, and/or local funds for this school: \$363,368.00

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

# Funds Budgeted to the School by Funding Source

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

Funding Source	Allocated
----------------	-----------

# 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
- 3 Parent or Community Members

Name of Members	Role
Christine Vasquez	Principal
Erin Phipps	Classroom Teacher
Laura Leon	Classroom Teacher
Peggy Kapaku	Classroom Teacher
Dina McQuaid	Parent or Community Member
Maria Diaz	Parent or Community Member
Jeanette Salinas	Parent or Community Member
Javier Martinez	Other School Staff
	Other School Staff

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 28, 2021.

Attested:



Principal, Christine Vasquez on 10/28/21



SSC Chairperson, Erin Phipps on 10/28/21