

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Heritage Elementary
Address	509 Eden St. Lodi, Ca, 95240-4207
County-District-School (CDS) Code	39685856097760
Principal	Alberto Lopez Velarde, Principal
District Name	Lodi Unified School District
SPSA Revision Date	8/31/2021
Schoolsite Council (SSC) Approval Date	9/21/2021
Local Board Approval Date	12/14/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission:

- Heritage students and staff are committed to being lifelong and self-driven learners

Vison:

- For students and teachers to be accountable for their own learning

Beliefs:

- Setting high expectations
- Cultivating and develop trust and support
- Every student can learn
- Building relationships
- Assessing frequently and focusing on academic achievement
- Using AVID best teaching practices
- Providing multiple opportunity to demonstrate learning

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 be innovative 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). 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.

School Profile

Heritage Elementary school was opened in 1976 at the location of Garfield and Eden Streets in Lodi California. Heritage School serves Kindergarten through sixth grade students on a modified traditional Calendar. It also accommodates one state pre-school and two Head-start pre-schools. Heritage Elementary School is one of 28 K-6 elementary schools in the Lodi Unified School District and serves 540 students. Our student population is represented by 77 % Hispanic, Other Asian 16%, , White 3 %, Multi-Race 1%,Black African American 0% 1nd other Asian Pacific Islander 0.19% . Approximately 70% of the students have been identified as “English Learners” and 97.5 % are eligible for free/reduced lunch.

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

Our School Site Council is comprised of parents, classified and certificated teachers. There are 7 scheduled school site council meetings during the school year to review data, budget, programs and recommend actions to improve student academic achievement. The recommendations are also reviewed, analyzed by certificated teachers during regular school staff meetings. The English Advisory Committee is comprised of parents, teacher school administrators . They meet prior to the School Site Council meeting to discuss various programs relating to academic achievement and other topics related to their children learning.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

All 3rd grade students will be reading at grade level by the end of 2022-2023 school year.

Make ELA progress toward closing the achievement gap between socio-economically disadvantaged students and students who are not social economically disadvantaged by the end of 2020-2021 school year.

By the end of the 2020-2021 school year, 44% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2020-2021 school year 37% of all students in grades K-6 will meet standards in ELA as measured by district benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) results	By the end of the 2020-21 school year, 44% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results	Did not meet goal: 25% of all students in grades 3-6 meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results
Benchmark Results	By the end of the 2020-21 school year, 37 % of all students in grades K-6 will meet standards in ELA as measured by district benchmarks.	No benchmark data available.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1 Monitor Student Progress <ul style="list-style-type: none"> Data chats / student progress report conferences Evaluate SBAC, ELPAC and benchmarks results Provide baseline data to monitor growth with benchmark 	Goal was not met	Substitutes 1150 Teacher Sub Title I 3,700	Substitutes 1150 Teacher Sub Title I 302

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Peer Observations / Visit other school and observe / adopt best teaching teaching practices <p>Assessments</p> <ul style="list-style-type: none"> Target instruction Form UA groups IST / Meetings data Review <p>Teacher Collaboration:</p> <ul style="list-style-type: none"> Substitutes for teacher collaboration Substitutes for peer walk-throughs Substitutes for visits to other schools <p>Data evaluation and assessments:</p> <ul style="list-style-type: none"> Journeys Read 180/System 44 monitoring RI iRead SBAC Benchmarks DIBELS Testing Amplify Reading 			
<p>ELA 2</p> <p>Instructional materials and supplies to provide interventions, and enhance students' access to the core by providing instructional materials and supplies.</p> <ul style="list-style-type: none"> AVID implementation of effective 	<p>Goal was not met.</p>	<p>AVID Materials Cost 4300 Materials Title I 29,597</p> <p>Print Shop 5715 Print Shop Title I 939</p> <p>Supplemental Consumable Reading Books 4300 Materials LCFF 0</p>	<p>AVID Materials 4300 Materials Title I 31,000</p> <p>Print shop 5715 Print Shop Title I 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>strategies and techniques to support core instruction, academic success, and a college going culture.</p> <ul style="list-style-type: none"> • AVID organizational materials • AVID reflective behavior intervention materials • Duplicate PBIS materials to promote a positive and safe environment. • Other AVID classroom materials • Duplication of printed materials for additional practice <p>/Interventions</p>			
<p>ELA 3 Study trips</p> <ul style="list-style-type: none"> • Study trip opportunities will be provided for students to increase comprehension, and understanding of themes encountered in reading, social studies, and science. • College University Visitations 	<p>Goal was not met</p>	<p>Field Trips 5712 Transportation LCFF 0</p> <p>Field trips and Student Activities 5872 Field Trips LCFF 0</p>	<p>Field Trips 5712 Transportation 1,500</p> <p>5872 Field Trips LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> College University student workshops 			
<p>ELA 4 Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:</p> <ul style="list-style-type: none"> Read 180/System 44 SIPPS 	Goal Met	<p>Intervention Teacher 1100 Teacher Title I 97,861</p> <p>Includes: School Intervention 3000 Benefits Title I 39,394</p>	<p>Intervention Teacher 1100 Teacher Title I 97861</p> <p>Intervention Teacher 1920 Other Cert Temp Title I 39,293</p>
<p>ELA 5 Time cards for extended day before and after school Interventions</p> <ul style="list-style-type: none"> Before school and After School Interventions Interventions will be provided in ELA for students identified as not meeting proficiency standards Rosetta Stone, Timez Attack Brain Pop, READ 180/System 44 Smarter Balanced Assessment, etc. Reading and Math Lab 	Goal Met	<p>Teachers timecards 1120 Teacher Temp Title I 16,500</p> <p>Timecards 2120 Para Temp Title I 2,441</p>	<p>Teacher Time Card for before and after school interventions 1120 Teacher Temp Title I 24,000</p> <p>Before and After School Interventions 2120 Para Temp Title I 3,600</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 6 Purchase technology and equipment to provide interventions, enhance instruction, and student access to the core curriculum.	Goal Met	Technology and equipment /Headphones and Chromebooks 4375 Technology (under \$500) LCFF 0	Headphones 4375 Technology (under \$500) Title I 0
Provide additional academic support for Title I students during intersession	Goal Met	Technology (Promethean Panels) 4475 Technology (\$500-\$9,999) Title I 10,000	Promethean Panels 4475 Technology (\$500-\$9,999) Title I 12,671
Provide additional academic support for Title I students during intersession	Goal Met	Timecards for staff supporting students' academic interventions during spring intersession 1120 Teacher Temp Title I 18,500	Time Cards to provide additional academic support for Title I students during intersession 1120 Teacher Temp Title I: Parent Involvement 17,000
Provide additional academic support for Title I students during intersession	Goal Met	Timecards for staff supporting students during intersession 2120 Para Temp Title I 1,400	Time Cards to provide additional academic support for Title I students during intersession 1120 Teacher Temp Title I 1,400
ELA 7 Counseling / Mental Health services for students who need social-emotional and/or behavior support.	Goal Met	Provide counseling services provided by certified therapist. 5800 Prof and Operating/Consultants Title I 6,000	Counseling /mental health 5800 Prof and Operating/Consultants Title I 6,000

Analysis

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

The articulated academic ELA goal was difficult to implement and due to COVID-19 school closure and hybrid learning. However, we were able to implement most of our strategies and activities articulated in our ELA plan.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Most of the strategies implemented helped students however, due to the pandemic school closure and hybrid learning students' learning was not as successful as it normally occurs in a regular traditional school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The expenditures of READ 180 , AVID school supplies, print shop materials , temporary teacher assignments provided academic support. Substitutes were not needed for data conferences due to COVID-19 school closure and hybrid learning.

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 will continue to implement our previous established goals and strategies. We believe that now that we are providing in person instruction we will be able to fully implement our school site strategies and activities and thus improve student academic achievement. These goals will be found in the SPSA ELA goal I for the 2021-2022 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

By the end of the 200-2021 school year, 39% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2020-2021 school year, 51 % of all students in grades K-6 will meet standards in mathematics as measured by benchmarks.

By the end of 2021-22 school year, all 6th grade students will be prepared to enroll in grade level math upon entering 7th grade

Make mathematics progress toward closing the achievement gap between socio-economically disadvantaged students and students who are not social economically disadvantaged by the end of 2020-21 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	By the end of the 2020-2021 school year, 39% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results	Did not meet goal: 39% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results
Benchmarks	By the end of the 2020-2021 school year, 55 % of all students in grades K-6 will meet standards in mathematics as measured by benchmarks.	No data available

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>M 1 Monitor Student Progress</p> <p>Teachers will provide initial assessments, and formative assessments to:</p> <ul style="list-style-type: none"> determine student levels target instruction form UA groups 	Actual goal was not met.	<p>Substitutes and time cards Budgeted for in goal/ELA 1 1150 Teacher Sub Title 14,000</p>	<p>Substitutes and time cards Budgeted for in goal/ELA 1 1150 Teacher Sub Title 10</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> provide baseline data to monitor growth with benchmark assessments <p>Assessments used will include:</p> <ul style="list-style-type: none"> Expressions Benchmarks DREAMBOX CMP Timed Math Facts Tests Timez Attack 			
<p>M 2 AVID Implementation</p> <p>AVID implementation of effective strategies and techniques to support core instruction, academic success, and a college going culture. The AVID Team meets regularly, and AVID's best teaching practices are applied school-wide</p>	Met goal	<p>Materials and Supplies</p> <p>Budgeted for in goal 1/ELA 1 4300 Materials Title I 29,000</p>	<p>Materials and Supplies</p> <p>Budgeted for in goal 1/ELA 2 4300 Materials Title I 31,000</p>
<p>M 3 Extended Day Interventions Activities/ Supplemental before and after school Timecards</p> <p>Certificated and classified to provide: Before school and after school tutorials</p>	Met Goal	<p>Teacher Timecards</p> <p>Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 35,000</p>	<p>Teacher time cards</p> <p>Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 25,000</p>
<p>Classified Timecards</p> <p>2120 Para Temp Title I 5,000</p>		<p>Classified Timecards</p> <p>2120 Para Temp Title I 5,000</p>	<p>Classified Time cards</p> <p>2120 Para Temp Title I 4,000</p>
<p>M 4 Teacher Collaboration</p> <p>Staff meetings will focus on grade-level and cross</p>	Actual goal was not met	<p>Substitutes</p> <p>Budgeted for in goal 1/ELA 1</p>	<p>Substitutes</p> <p>Budgeted for in goal 1/ELA 1</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>grade-level articulation. Teachers will use weekly, benchmark, and additional data to plan and modify instruction.</p> <p>Opportunities to analyze data, collaborate, identify student support, and refine instructional practices</p> <ul style="list-style-type: none"> • IST/Roundtable • Substitutes for Peer Walk-Throughs 		1150 Teacher Sub Title 14,000	1150 Teacher Sub Title 10300

Analysis

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

The articulated academic Mathematics goal I was not met due to COVID-19 school closure and hybrid learning. However, we were able to implement most of our strategies and activities articulated in our ELA plan.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Most of the strategies implemented did help students however, due to the pandemic school closure and hybrid learning students' learning was not as successful as it normally occurs in a regular traditional school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the pandemic school closure and hybrid learning students' learning the proposed expenditures and estimated actual expenditure were not balanced.

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 will continue to implement our previous established goals and strategies. We believe that now that we are providing in person instruction we will be able to fully implement our school site strategies and activities and thus improve student academic achievement. These goals will be found in the SPSA mathematics goal I for the 2021-2022 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

By the end of the 2020-2021 school year, 17% English Learner Students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2019-2020 school year 5 % of English Learners will be reclassified as measured by ELPAC

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress(CASPP)	By the end of the 2020-2021 school year, 17% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results	Did not meet goal. 3% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results
ELPAC	Increase English Learners reclassification from 2.8%% (2019-20) to 5 % by the end of the 2020-21 school year as measured by ELPAC reclassification results data	Did not meet goal: 4% English Learners were classified during the 2020-2021 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 1 Additional support to enhance core instruction	Met Goal . Implemented EL 1 actions	Teachers utilize the EL Class Profile to list ELs by proficiency level, and target instruction Budgeted for in goal 1/ ELA 1 LCFF 0	Teachers utilize the EL Class Profile to list ELs by proficiency level, and target instruction LCFF 0
EL 2 Teachers will provide a minimum of 30 minutes of English Language Development instruction to all English Learners on a daily basis.	Met Goal 2. Implemented EL 2 Action / services	ELD Implementation Budgeted for in goal 1//ELA 1 LCFF 0	After School and Before school academic support 1120 Teacher Temp Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 3 Strategies: Teachers will use strategies throughout the day to enhance language acquisition, and core instruction for English Learners:</p> <ul style="list-style-type: none"> • Provide explicit instruction, choral response, pair share, visuals, written and oral review of key concepts, and AVID strategies • Model, and encourage students to use academic language and complete sentences • Provide frequent opportunities for structured language practice 	<p>Met Goal / Actions EL 3</p>	<p>Materials and Supplies Budgeted for in goal 1/ELA 2 4300 Materials Title I 31,000</p>	<p>AVID Materials and Supplies. Budgeted for in goal 1/ELA 2 4300 Materials Title I 29,000</p>
<p>EL 4 Intervention Teacher</p> <p>Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:</p> <ul style="list-style-type: none"> • Read 180/System 44 • SIPPS 	<p>Met Goal /Actions EL 4</p>	<p>Intervention Teacher Budgeted for in goal 1 /ELA 4 1100 Teacher Title I 52,000</p>	<p>Intervention Teacher Budgeted for in goal 1 /ELA 4 1100 Teacher Title I 49,000</p>
<p>EL 5 Extended Day Interventions</p> <p>Extended day intervention will be provided in</p>	<p>Met Goal / Actions EL 5</p>	<p>Timecards Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 35,000</p>	<p>Timecards Budgeted for in goal 1 /ELA 5 1120 Teacher Temp Title I 25,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA for students identified as far-below, below-basic, and basic Extended days activities will be provided		Timecards Budgeted for in goal 1 /ELA 5 2120 Para Temp Title I 5,000	Timecards Budgeted for in goal 1 /ELA 5 2120 Para Temp Title I 4,000
EL 6 Instructional materials and supplies: <ul style="list-style-type: none"> • Print Shop; Instructional materials and supplies to provide interventions, and enhance students' access to the core, and respond to their diverse needs. Including: <ul style="list-style-type: none"> • READ 180/System 44 • iREAD • AVID organizational materials • Extra paper for interventions, extra practice • Duplicate materials for extra practice 	Met Goal /Actions EL 6	Supplies and Materials Budgeted for in goal 1 /ELA 2 5715 Print Shop Title I 900	Supplies and Materials Budgeted for in goal 1 /ELA 2 5715 Print Shop Title I 500

Analysis

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

Due to the pandemic school closure and hybrid learning students' learning the proposed strategies and activities were not fully implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to the pandemic school closure and hybrid learning students' learning the goals articulated were not implemented.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the pandemic school closure and hybrid learning students' learning the proposed expenditures and estimated actual expenditure were not balanced.

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 will continue to implement our previous established goals and strategies. We believe that now that we are providing in person instruction we will be able to fully implement our school site strategies and activities and thus improve student academic achievement. These goals will be found in the SPSA EL goal I for the 2021-2022 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Evidence of parent involvement will be reflected by a 10% increase in parent participation in school events. Maintain or increase the number of PI activities (25) and participation.

To provide a variety of opportunities for parents to be well informed and engaged in their child’s education, Heritage will provide informational meetings, trainings and opportunities for parents to provide input. The following will be provided:

- A welcoming environment with positive customer service
- Parent Resource Center
- Meetings to inform parents of the educational programs and services, and obtain parent input on these programs and services
- Parent trainings on how to support the academic achievement of their children, and promote a healthy lifestyle
- Bilingual staff to support parent, teacher and school communication
- Technology opportunities
- ELD Parent Classes

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey / Parent Meetings Data	Parent participation will increase by 5% by the end of the 2020-2021 school year and it will be measured by attendance/signature records.	Did not meet goal due to the closure of schools.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 1 School Environment</p> <p>A welcoming school environment is provided. Positive customer service for all parents and visitors is provided. Bilingual staff assists parents. Parents are invited to visit classrooms, volunteer, and participate in school activities.</p>	Met Goal	Customer Service General Fund and LCFF LCFF 0	Customer Service LCFF 0
<p>PI 2 Ongoing Communication /Partnerships</p>	Met Goal	Parent / Student Handbooks / Material and Supplies 4300 Materials Title I: Parent Involvement 3,990	parent/ Student Handbook 4300 Materials Title I: Parent Involvement 2,700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Heritage News is provided weekly in English and Spanish Communication via Peach Jar, Voicemail and School Facebook Page in English and Spanish Our Electronic Marquee includes daily bilingual updates Parent / Students Planners are used daily, Parent and Student Handbooks w/school procedures and parent involvement policies Family Literacy Books / Learning together partnership 		Bilingual Books 4200 Books LCFF 0	Bilingual Books 4200 Books LCFF 0
<p>PI 3 Parent Training: ESL Classes Parent Resource Center Parent Workshops</p> <p>Technology support for parents before and after school help to support student learning</p>	Did not meet goal	Timecards 1120 Teacher Temp LCFF 0	Parents as partners workshops were provided 1120 Teacher Temp LCFF 0
<p>PI 4 Parent conferences Childcare is provided for parents to participate in meetings Parent Resource Center</p>	Did not meet goal	Timecard for parent conferences, translations, provide support in the parent resource center and	Parent Conference 2120 Para Temp Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Back to School interpreter		Child Care 2120 Para Temp Title I 2,054	
PI 5 Refreshments for : Parent Training ELAC Meetings SSC Meetings .	Did not meet goal.	Light refreshments for Meetings 4325 Food For Meetings LCFF 0	Snacks fro meetings 4325 Food For Meetings LCFF 0

Analysis

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

Due to the COVID 19 pandemic and the closure of school we did not implement our strategies and activities articulated in our goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to the COVID 19 pandemic and the closure of school we did not implement our strategies and activities articulated in our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the pandemic school closure and hybrid learning students' learning the proposed expenditures and estimated actual expenditure were not balanced.

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 will continue to implement our previous established goals and strategies. We believe that now that parents are being vaccinated we will be able to implement most of our school site strategies and activities via in person or other school platforms. These goals will be found in the SPSA PI goal and actions in the SPSA for the 2021-2022 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

By the end of the 2020-2021 school year 90 % of teachers will participate in professional development in data driving decision making to increase student academic achievement.
 Develop and implement procedures for lateral and vertical articulation to close the academic achievement gap among all grade levels by the end of 200-21 school year.

Implement district procedures and support efforts to help staff meet work expectations within this unique and complex environment created by the global health pandemic.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
All teachers will participate in on-going professional development to improve instruction and enable students to reach proficiency on state academic content standard.	By the end of the 2020-2021 school year, 90% of all teacher in grade. K-6 will participate in professional development to improve instruction to enable students to reach proficiency on state academic content standard.	Goal was not met.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1 Substitutes for Teacher Professional Development <ul style="list-style-type: none"> Data Chats Conferences Trainings School Visits Peer Walkthroughs 	Did not meet goal.	Substitutes to release teachers Budgeted for in /ELA 1 1150 Teacher Sub Title I 4,000	Teacher Training 1150 Teacher Sub Title I 4,000
PD 2 Conference Fees for Professional Development Professional Development & Conferences K-6 teachers,	Did not meet goal	Conferences 5220 Conference LCFF 0	Certificated Professional Development 5220 Conference Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>administrators and para-educators will have PD opportunities in:</p> <ul style="list-style-type: none"> • AVID Teaching Strategies • CABE ELD Professional Staff Development • GATE Strategies • Effective strategies to implement ELD and the core curriculum • Technology 			
<p>Professional Development Professional Development K-6 teachers, administrators and para-educators will have PD opportunities in:</p> <ul style="list-style-type: none"> • AVID Teaching Strategies • ELD Professional Staff Development • GATE Strategies • Effective strategies to implement ELD and the core curriculum • Technology and PBIS 	<p>Did not meet goal</p>	<p>Timecards for Professional Development for effective strategies for ELD students 1120 Teacher Temp Title I 0</p>	<p>Timecards for Professional Development for effective strategies for ELD students 1120 Teacher Temp Title I 0</p>

Analysis

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

Due to the pandemic school closure teachers were limited to participate in professional staff development virtually thus we did not meet our goals as articulated in the school site plan.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to the pandemic school closure teachers were limited to participate in professional staff development

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the pandemic school closure teachers were limited to participate in professional staff development

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 will continue to implement our previous established goals and strategies.. These goals will be found in the SPSA EL goal I for the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By the end of the 2021-2022 school year, 30% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2021-2022 school year 27% of all students in grades K-6 will meet standards in ELA as measured by district benchmarks.

All 3rd grade students will be reading at grade level by the end of 2022-23 school year.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Based on school-wide ELA CAASPP results, 75% (2020-2021) of all students have not met standards ELA as measured by California Assessment of Student Performance and Progress results
No benchmarks data available for the 2020-2021 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP) results	Based on school-wide ELA CAASPP results, standards met or standards exceeded percent of students have decreased from 41% (2018-19) to 25% (2020-2021) This is lower than the district average of 37% (2020-2021) for all Elementary Schools.	By the end of the 2021-2022 school year, 30% of all students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results
Benchmark Results	No benchmarks data available for the 2020-2021 school year.	By the end of the 2021-2022 school year, 27% of all students in grades K-6 will meet standards in ELA as measured by district benchmarks.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1

Monitor Student Progress

- Data chats / student progress report conferences
- Evaluate SBAC, ELPAC and benchmarks results
- Provide baseline data to monitor growth with benchmark
- Peer Observations / Visit other school and observe / adopt best teaching teaching practices

Assessments

- Target instruction
- Form UA groups
- IST / Meetings data Review

Teacher Collaboration:

- Substitutes for Teacher Collaboration
- Substitutes for Peer Walk-Troughs
- Substitutes for School Visit

Data evaluation and assessments:

- Journeys
- Read 180/System 44 monitoring
- RI
- iRead
- SBAC
- Benchmarks
- DIBELS Testing
- AMPLIFY Reading

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes
Amount	1,456
Source	Title I
Budget Reference	3000 Benefits

Description

Teacher Sub

Strategy/Activity 2

ELA 2

Instructional materials and supplies to provide interventions, enhance students' access to the core, and respond to their diverse needs. Including:

- AVID implementation in effective strategies and techniques supports core instruction, academic success, and a college going culture.
- AVID organizational materials
- AVID reflective behavior intervention materials
- Duplicate PBIS materials for Intervention
- Other AVID classroom materials
- Extra paper for interventions, extra practice
- Duplicate materials for extra practice intervention

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	17,501
Source	Title I
Budget Reference	4300 Materials
Description	AVID Materials Cost
Amount	300
Source	LCFF
Budget Reference	5715 Print Shop
Description	Print Shop
Amount	570

Source	Title I
Budget Reference	4200 Books
Description	Supplemental Consumable Reading Books

Strategy/Activity 3

ELA 3
Study trips

- Study trip opportunities will be provided for students to increase comprehension, and understanding of themes encountered in reading, social studies, and science.
- College University Visitations
- College University student Workshops

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal Approval

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5712 Transportation
Description	Field Trips
Amount	500
Source	LCFF
Budget Reference	5872 Field Trips
Description	Field trips and Student Activities

Strategy/Activity 4

ELA 4
Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:

- Read 180/System 44
- SIPPS

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal

Proposed Expenditures for this Strategy/Activity

Amount	101,051
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	32,101
Source	Title I
Budget Reference	3000 Benefits
Description	READ 180 Teacher

Strategy/Activity 5

ELA 5
Time cards for extended day before and after school Interventions

- Before school and After school interventions
- Interventions will be provided in ELA for students identified as not meeting proficiency standards
- Rosetta Stone, Timez Attack
- Brain Pop, READ 180/System 44
- Smarter Balanced Assessment, etc.
- Reading and Math Lab

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teachers
paraprofessional
Principal

Proposed Expenditures for this Strategy/Activity

Amount	27,000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teachers timecards: Before and After School academic support and additional Timecards for staff supporting students' academic interventions during spring intersession
Amount	5,616
Source	Title I
Budget Reference	3000 Benefits
Description	Teach Temp. Benefits for certificated Before and After School academic support and additional Timecards for staff supporting students' academic interventions during spring intersession
Amount	3,000
Source	Title I
Budget Reference	2120 Para Temp
Description	Classified timecards
Amount	990
Source	Title I
Budget Reference	3000 Benefits
Description	Classified timecards

Strategy/Activity 6

ELA 6
Purchase technology and equipment to provide interventions, enhance instruction, and student access to the core curriculum.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Admin. w/IT Support

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4375 Technology (under \$500)
Description	Technology and equipment /Headphones and Chromebooks
Amount	1,115
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Technology (Promethean Panels)

Strategy/Activity 7

Provide additional academic support for Title I students during intersession

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students (Target K-5 students)

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers, Classified Paraprofessionals and Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELA 7
Counseling / Mental Health services for students who may experience social-emotional and /or other behavioral challenges.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Admin, Counselor and Mental Health Clinician

Proposed Expenditures for this Strategy/Activity

Amount	6,000
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Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	Provide counseling services provided by certified therapist.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Make mathematics progress toward closing the achievement gap between socio-economically disadvantaged students and students who are not social economically disadvantaged BY the end of 2021-22 school year.

By the end of the 2021-2022 school year, 20% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2021-2022 school year, 20% of all students in grades K-6 will meet standards in mathematics as measured by benchmarks.

By the end of 2021-22 school year, all 6th grade students will be prepared to enroll in grade level math upon entering 7th grade

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Based on school-wide mathematics CAASPP results, 14% (2020-2021) of all students have met standards

There is no data available for school-wide mathematics benchmarks during the 200-2021 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	Based on school-wide mathematics CAASPP results, standards met or standards exceeded percent of students have decreased from 36 % (2019-2020) to 14% (2020-2021). This is lower than the district average of 25% (2020-2021) for all Elementary Schools.	By the end of the 2021-2022 school year, 20% of all students in grades 3-6 will meet standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) results
Benchmarks	There is no data available for school-wide mathematics benchmarks during the 200-2021 school year.	By the end of the 2021-2022 school year, 20 % of all students in grades K-6 will meet standards in

Metric/Indicator**Baseline****Expected Outcome**

mathematics as measured by benchmarks.

Planned Strategies/Activities**Strategy/Activity 1**

M 1
Monitor Student Progress

Teachers will provide formative assessments, and formative assessments to:

- determine student levels
- target instruction
- form UA groups
- provide baseline data to monitor growth with benchmark assessments

Assessments used will include:

- Expressions
- Benchmarks
- DREAMBOX
- CMP
- Math Facts Timed Tests
- Timez Attack

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

M 2
AVID Implementation

AVID implementation in effective strategies and techniques supports core instruction, academic success, and a college going culture.

The AVID team will meet regularly, and AVID's best teaching practices will be applied school-wide

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Materials and Supplies Budgeted for in goal 1/ELA 1

Strategy/Activity 3

M 3
Extended Day Interventions Activates/ Supplemental before and after school
Timecards
Certificated and Cassified to provide:
After School Before School Tutorials

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher Timecards Budgeted for in goal 1 /ELA 5
Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Classified Timecards

Strategy/Activity 4

M 4
Teacher Collaboration

Staff meetings focus on grade-level and cross grade-level articulation. Teachers will use weekly, benchmark, and previous data to plan to modify instruction.

Opportunities to analyze data, collaborate, identify student support, and refine instructional practices

- IST/Roundtable
- Substitutes for Peer Walk-Throughs

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes Budgeted for in goal 1/ELA 1

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By the end of the 2020-2021 school year, 20% English Learner Students in grades 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results

By the end of the 2019-2020 school year 10 % of English Learners will be reclassified as measured by ELPAC

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

Based on ELA CAASPP results only 14% (2019-2020) of English Learners Students met standards

Based on ELA Benchmarks results only 18.1 % (2019-2020) English Learners Students met standards

Based on ELPAC 2019-2020 English Learners results only 2.8 % (2019-20) were designated fluent English proficient.t

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress(CASPP)	Based on ELA CAASPP results, standards met or standards exceeded percent of English Learners Students have decreased from 14 % (2019-20) to 13% (2020-2021)	By the end of the 2021-2022 school year, 20% English Learner Students in grade. 3-6 will meet standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP) results
ELPAC	Based on ELPAC 2019-2020 English Learners results 2.8 % (2020-21) were designated fluent English proficient compared to 10% during the 2019-2020 school year	By the end of the 2019-2020 school year 10 % of English Learners will be reclassified as measured by ELPAC

Planned Strategies/Activities

Strategy/Activity 1

EL 1
Additional support to enhance core instruction

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students , and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Teachers utilize the EL Class Profile to list ELs by proficiency level, and target instruction Budgeted for in goal 1/ ELA 1

Strategy/Activity 2

EL 2
Teachers will provide a minimum of 30 minutes of English Language Development instruction to all English Learners on a daily basis.

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students , and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	ELD Implementation Budgeted for in goal 1//ELA 1

Strategy/Activity 3

EL 3

Strategies:

Teachers will use strategies throughout the day to enhance language acquisition, and core instruction for English Learners:

- Provide explicit instruction, choral response, pair share, visuals, written and oral review of key concepts, and AVID strategies
- Model, and encourage students to use academic language and complete speaking and writing sentences
- Provide frequent opportunities for structured language practice

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teacher
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Materials and Supplies Budgeted for in goal 1/ELA 2

Strategy/Activity 4

EL 4

Intervention Teacher

Intervention teacher will provide direct support to students and teachers to improve literacy skills. Interventions will include:

- Read 180/System 44
- SIPPS

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students , and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Intervention Teacher and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher Budgeted for in goal 1 /ELA 4

Strategy/Activity 5

EL 5
Extended Day Interventions

Extended day intervention will be provided in ELA for students identified as far-below, below-basic, and basic

Extended days activities will be provided

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards Budgeted for in goal 1 /ELA 5

Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Timecards Budgeted for in goal 1 /ELA 5

Strategy/Activity 6

EL 6
Instructional materials and supplies:

- Print Shop;
- Instructional materials and supplies to provide interventions and enhance students' access to the core by including:
- READ 180/System 44
 - iREAD
 - AVID organizational materials
 - Extra paper for interventions, extra practice
 - Duplicate materials for extra practice

Students to be Served by this Strategy/Activity

EL Students, Special Education Students, Foster Youth Students, and Low Income Students

Timeline

8/2021-6/2022

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Supplies and Materials Budgeted for in goal 1 /ELA 2

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Evidence of parent involvement will be reflected by a 10% increase in parent participation in school events. Maintain or increase the number of PI activities (25) and participation.

- A welcoming environment with positive customer service
- Parent Resource Center
- Meetings to inform parents of the educational programs and services, and obtain parent input on these programs and services
- Parent trainings on how to support the academic achievement of their children, and promote a healthy lifestyle
- Bilingual staff to support parent, teacher and school communication
- Technology opportunities
- ELD Parent Classes

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

Parent Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Survey / Parent Meetings Data	Parent participation (ELAC Attendance Records) decreased from 25 parent attendance on average in 2018-19 to to 15 parent attendance on average in 2019-20 school year.	Parent participation will increase by 10% by the end of the 2020-2021 school year and it will be measured by attendance/signature records.

Planned Strategies/Activities

Strategy/Activity 1

PI 1
School Environment
A welcoming school environment is provided. Positive customer service for all parents and visitors is provided. Bilingual staff will be available to assists parents.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021-6/2022

Person(s) Responsible

Office Staff
Paraeducators
Teachers
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Customer Service
General Fund and LCFF

Strategy/Activity 2

PI 2

Ongoing Communication /Partnerships

- Heritage News will be provided weekly in English and Spanish
- Peach Jar, Voicemail and School Facebook Page in English and Spanish
- Our Electronic Marquee includes daily bilingual updates
- Parent / Students Planners are used daily
- Parent and Student Handbooks w/school procedures and parent involvement policies
- Family Literacy Books / Learning together partnership

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021-6/2022

Person(s) Responsible

Office Staff
Paraeducators
Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,052
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Parent / Student Handbooks / Material and Supplies
Amount	0
Source	LCFF
Budget Reference	4200 Books
Description	Bilingual Books

Strategy/Activity 3

PI 3
 Parent Training:
 ESL Classes
 Parent Resource Center
 Parent Workshops

Technology support for parents before and after school help to support student learning

Students to be Served by this Strategy/Activity

English Learners, Special Education Students, Low Income student and Foster Youth

Timeline

8/2021-6/2022

Person(s) Responsible

Timecards for ESL

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	Timecards

Strategy/Activity 4

PI 4
 Parent conferences
 Childcare is provided for parents to participate in meetings
 Parent Resource Center
 Back to School interpreter

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021-8/2022

Person(s) Responsible

Office Staff
Para-educators
Community Liaison
Principal

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Timecard for parent conferences, translations, provide support in the parent resource center and Child Care
Amount	264
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	Benefits

Strategy/Activity 5

PI 5
Refreshments for :
Parent Training
ELAC Meetings
SSC Meetings
.

Students to be Served by this Strategy/Activity

English Learners, Special Education Students, Low Income Student and Foster Youth

Timeline

8/2021-6/2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4325 Food For Meetings
Description	Light refreshments for Meetings

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Implement district procedures and support efforts to help staff meet work expectations within this unique and complex environment created by the global health pandemic.

By the end of the 2021-2022 school year 90 % of teachers will participate in professional development.
By the end of the 2021-2022 school year 100% of teachers will collaborate with their grade levels colleagues and develop reading ,writing, mathematics and social-emotional goals to improve student academic achievement.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

There is a significant academic achievement gap in ELA and mathematics compared to the district proficiency average levels in ELA and mathematics for most elementary schools.
Our goal is to provide professional staff developments to promote student academic growth. This objective will focus on providing and supporting professional staff development in the areas of better instructional delivery, data driven decision making and other methods used to improve student learning in the areas of ELA and mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
All teachers will participate in on-going professional development to improve instruction and enable students to reach proficiency on state academic content standard.	Continue to facilitate and support professional development & conferences to K-6 teachers and para-educators in: SIPSS trainings, DIBELS implementation and AVID strategies and best teaching practices.	By the end of the 2020-2021 school year, 90% of all teacher in grade. K-6 will participate in professional development to improve instruction and enable students to reach proficiency on state academic content standard.

Planned Strategies/Activities

Strategy/Activity 1

PD 1

Substitutes for Teacher Professional Development

- Data Chats

- Conferences
- Trainings
- School Visits
- Peer Walkthroughs

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teachers
Secretary
Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes to release teachers Budgeted for in /ELA 1

Strategy/Activity 2

PD 2

Conference Fees for Professional Development

Professional Development & Conferences

K-6 teachers, administrators and para-educators will have PD opportunities in:

- AVID Teaching Strategies
- CABE ELD Professional Staff Development
- GATE Strategies
- Effective strategies to implement ELD and the core curriculum
- Technology

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teachers

Secretary
Principal

Proposed Expenditures for this Strategy/Activity

Amount	8,900
Source	Title I
Budget Reference	5220 Conference
Description	Conferences
Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	Tiemcards for Professional Development for effective strategies for ELD students

Strategy/Activity 3

Professional Development Professional Development
K-6 teachers, administrators and para-educators will have PD opportunities in:

- AVID Teaching Strategies
- ELD Professional Staff Development
- GATE Strategies
- Effective strategies to implement ELD and the core curriculum
- Technology and PBIS

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021-6/2022

Person(s) Responsible

Teachers
Secretary
Principal

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	LCFF
Budget Reference	1150 Teacher Sub
Description	Tiemcards for Professional Development for effective strategies for ELD students

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	237,245
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	217,416.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	206,300	0.00
Title I: Parent Involvement	3,116	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	8,000.00
Title I	206,300.00
Title I: Parent Involvement	3,116.00

Preliminary Plan

Final Plan

Alberto Vel

09/21/2021 12:00 pm

Principal

Date

Principal

Date

MICKNA

09/21/2021 12:00 am

SSC Chairperson

Date

SSC Chairperson

Date

Rafael

11/02/2021 04:15 pm

Program Manager

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
1120 Teacher Temp	LCFF	0.00
1150 Teacher Sub	LCFF	700.00
4200 Books	LCFF	0.00
4325 Food For Meetings	LCFF	0.00
4375 Technology (under \$500)	LCFF	0.00
5712 Transportation	LCFF	500.00
5715 Print Shop	LCFF	300.00
5800 Prof and Operating/Consultants	LCFF	6,000.00
5872 Field Trips	LCFF	500.00
1100 Teacher	Title I	101,051.00
1120 Teacher Temp	Title I	27,000.00
1150 Teacher Sub	Title I	7,000.00
2120 Para Temp	Title I	3,000.00
3000 Benefits	Title I	40,163.00
4200 Books	Title I	570.00
4300 Materials	Title I	17,501.00
4475 Technology (\$500-\$9,999)	Title I	1,115.00
5220 Conference	Title I	8,900.00
2120 Para Temp	Title I: Parent Involvement	800.00
3000 Benefits	Title I: Parent Involvement	264.00
4300 Materials	Title I: Parent Involvement	2,052.00

FORM D: 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
- 10 Total

Name of Members	Role
Krishna Rodriguez	Parent or Community Member
Audelia Salace	Parent or Community Member
Teresa Hernandez	Parent or Community Member
Yolanda Garcia	Parent or Community Member
Carolina Anaya	Parent or Community Member
Rebeca Perez	Classroom Teacher
Teresa Vargas	Classroom Teacher
Cynthia Espinoza-Martinez	Classroom Teacher
Nayeli Gonzalez	Other School Staff
Alberto Lopez Velarde	Principal

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.

FORM E: 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 09/22/2020 01:15 pm.

Attested:

Preliminary Plan

Final Plan

09/21/2021 01:45 pm

02/12/2021 12:00 pm

Principal

Date

Principal

Date

09/21/2021 01:15 pm

02/12/2021 12:00 pm

SSC Chairperson

Date

SSC Chairperson

Date

11/02/2021 04:15 pm

02/12/2021 12:00 pm

Program Manager

Date

Program Manager

Date