

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Miguel Elementary School	43696906049282	Seotember 13, 2022	October 6,2022

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.

This plan is closely aligned with our district LCAP. Goals 1-5 are based directly on LCAP goals.

Community Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This year (similar to last school year) the School Site Council will continue to review portions of the existing SPSA at every meeting throughout the year and gave input on each goal area in preparation for the annual update. The School Site Council reviewed and approved the current plan on September 13, 2022 and also reviewed and provided feedback on the District's Local Control and Accountability Plan (LCAP) in March 2021 which provided substantive feedback and input that informed the goals, actions, and strategies in the 2022-23 School Plan for Student Achievement (SPSA). The San Miguel Elementary School School Site Council will continue to review the School Plan for Student Achievement this school year on the following dates: September 13, 2022, October 13, 2022, January 26, 2023, May 25, 2023.

In addition, the English Learner Advisory Committee (ELAC) reviewed the School Plan for Student Achievement: September 9, 2022. Parents present at the meeting had the opportunity to give input on the SPSA as it relates to English Learners. Parents, teachers and staff, had the opportunity to provide feedback and input into the new LCAP goals at the stakeholder feedback forum held on March 29, 2021.

A summary of school goals from the current SPSA is included in the Staff Handbook, which is updated annually. Administrators shared an update on those goals at the November 2, 2022 staff meeting and solicited input on the proposed goals for the next year at the staff meeting on November 2, 2022.

As we implement these goals, all community partners are committed to developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

Resource Inequities

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

Not applicable

Goals, Strategies, & Proposed Expenditures

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

Goal 1

The percentage of students in grades 2nd - 5th scoring proficient or above will increase from 26% to 31% by June 2022 as measured by the NWEA Math Growth Report.

The percentage of English Learner students in grades 2nd - 5th scoring proficient or above will increase from 11% to 16% by June 2022 as measured by the NWEA Math Growth Report.

The percentage of students in grades 1st - 5th scoring proficient or above will increase from 33% to 38% on the NWEA Math Assessment.

The percentage of English Learner students in grades 1st - 5th scoring proficient or above will increase from 17% to 22% as measured by the NWEA Math Assessment.

The percentage of students in grades 3rd - 5th scoring proficient or above will increase from 29% to 34% by 2023 as measured by the CAASPP Smarter Balanced Math Assessment

The percentage of English Learner students in grades 3rd - 5th scoring proficient or above will increase from 5% to 10% by 2023 as measured by the CAASPP Smarter Balanced Math Assessment

Subject

Mathematics

LCAP Goal

Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness

Identified Need

The percentage of students scoring proficient on the NWEA Math assessment is low across all grade levels with an average of 26% of students proficient or higher. In addition, 11% of our 2nd-5th grade English Learner students performed at or above grade level on the NWEA Math assessment. Since academic discourse is a way to further deepen one's content knowledge and explain mathematical thinking, teachers identified a need to focus on open-ended math tasks with a 'low floor, high ceiling' that incorporate and encourage discourse with specific language functions identified for students. We will use Sunnyvale School District's Vision for Math to determine next steps with specific actions and strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Assessment	33% of 1st - 5th grade students were proficient or higher on NWEA Math MAP Assessment"	38% of 1st - 5th grade students will be proficient or higher on NWEA Math MAP Assessment"
NWEA Math Growth Assessment	17% of 1st - 5th grade English Learner students were	22% of 1st - 5th grade English Learner students will be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	proficient or higher on NWEA Math MAP Assessment	proficient or higher on NWEA Math MAP Assessment
CAASSP Math Assessment	29% of 3rd - 5th grade students were proficient or higher on the CAASPP Math Assessment	34% of 3rd - 5th grade students will be proficient or higher on CAASPP Math Assessment
CAASSP Math Assessment	5% of 3rd - 5th grade English Learner students were proficient or higher on the CAASPP Math Assessment	10% of 3rd - 5th grade English Learner students will be proficient or higher on CAASPP Math 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)

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

TK-5th teachers will be using strategies and curriculum that will be aligning math learning goals to the standards of mathematical practice as indicated in the Common Core Standards by using Math Expressions curriculum, San Francisco Unified School District (SFUSD) Math Units, Silicon Valley Math Initiative (SVMI), and Mathematics Assessment Resource Service (MARS) tasks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Teachers and site administrators will progress monitor using district formative and summative math assessments such as NWEA. This will be monitored through Professional Learning Communities (PLCs), English Learner Program Monitoring (ELPM), and teacher release time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Teachers and site administrators will participate in professional development to expand their instructional practices to support English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx students. Teachers will be trained in formative assessment tasks such as Mathematics Assessment Resource Service (MARS), which are performance assessment tasks. All teachers will also participate in training to use strategies that can support building math academic language for English and Spanish Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Create a site-based math committee to focus on best practices in implementing the Vision for Mathematics Instruction in the Sunnyvale School District. The committee will meet monthly, share best practices, gather teacher feedback, and present at staff meetings and TLDs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide regular coaching for teachers focused on implementation of the CCCSS for Mathematics. The Site Coach and the District Math Coach will work with Administrators on developing necessary professional development to implement the Sunnyvale School District Vision for Mathematical Instruction in Sunnyvale School District to support students in using a variety of strategies for problem solving (math talks, use of cognates for English Learners and Spanish Learners). This will be implemented by using the Sunnyvale School District's Math Modules which focus on unwrapping the priority standards, using math tasks for assessment and instruction and learning through math games.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Teachers will receive planning time to plan and develop lessons that go from whole group to small group differentiation, with the use of an exit ticket or post assessments to ensure that the students are formatively assessed in order to meet their needs when teachers develop instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCAP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Create a makerspace in the Library Resource Center (LRC) to be used during lunch recess for students to make connections with other students and to help foster creativity, critical thinking, and hands-on learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

4th and 5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide both virtual and in person math enrichment field trip opportunities such as Science, Technology, Engineering and Math Education (STEM) activities, coding classes, and Northrop Grumman Circuit Building (where students have the opportunity to learn more about careers in engineering and practice circuit building).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: Special Education Students

Strategy/Activity

The 3rd-5th Special Day Classroom teacher and the school resource teachers will have a release day to collaborate with San Miguel's feeder middle school, Columbia Middle School, to collaborate about best practices, and for skills for success specifically in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

LCAP

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Site administrators will facilitate a team of grade level leads who lead monthly grade-level data team meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,500

Source(s)

General Fund

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Plan and provide strategic after school math intervention support provided by general education teachers and DSS TOSA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2021-22

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.

The percentage of students in grades 2nd - 5th in 2021-2022 scoring proficient or above increased from 26% to 36% on the NWEA trimester 2 math assessment. Although this was a Restorative

Restart year, the school site surpassed its original goal of 31% by 5%. Teachers utilized a wide range of strategies such as collaborating in Professional Learning Communities (PLCs) around best strategies and curriculum that aligned math learning goals to the standards of mathematical practice as indicated in the Common Core Standards by using Math Expressions curriculum, San Francisco Unified School District (SFUSD) Units, Silicon Valley Math Initiative (SVMI), and MARS tasks as examples (see strategy 1). Teachers also routinely implanted differentiated small group instruction to meet students' needs and routinely used exit tickets to revise instruction (see strategy 6). In addition, staff worked strategically with our site's leadership to begin to implement Sunnyvale School District's Vision for Mathematical Instruction which focused on supporting students through a variety of strategies for problem solving using math talks and cognates for language learners. The school site also met the goal of percentage of English Learner students in grades 2nd - 5th scoring proficient or above increasing from 11% to 17% by June 2022 on NWEA Math Growth Assessment (surpassing it by 1%). This was also attributed by collaborating about best practices for our English Learner population. As mentioned earlier, the use of cognates, focusing on rich academic math vocabulary and differentiated classroom instruction.

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

Strategies/Actions Not fully implemented or we plan to implement:

Strategy/Action 4 - Site Based Math Committee. Initial implementation did not occur in 2021-2022 partly due to COVID absences. We plan to begin the math committee in the 2022-2023 school year. Therefore, we will carry over and continue with this strategy into this school year.

Strategy/Action 10- Strategic after school math intervention support provided by general education teachers and/or Direct Student Services Teacher on Special Assignment (DSS TOSA) was not fully implemented. Shortage of staff due to COVID also impacted the ability to find staff members available to teach after school intervention programs. Therefore we will carry this action over and continue with this strategy this school year.

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 is a new math goal based on the newly adopted 2021-2024 LCAP. Identified needs from the 2020-2021 school year contributed to the development of the actions/strategies. Analysis, updates, and revisions of the new 2021-2022 goals will occur during the 2022-2023 annual update.

New Strategies/Actions:

Strategy/Action 5- Professional Development. The instructional site focus this school year will be explicitly focused on meeting our students where they are at with regards to math instruction. A full day professional development day, two Teacher Learning Days (TLDs) and a number of Professional Learning Communities (PLCs) are focused on prioritizing standards, rich math tasks, having vertical grade level collaboration, and discussing and implementing best practices.

Strategy/Action 9- The Special Education Special Day Classroom 3rd-5th grade teacher and the two Resource Specialist Teachers will collaborate with our feeder Middle School via school visits and vertical articulation. This strategy will support in knowing more about how to prepare our students for success in middle school and beyond.

Strategies/Actions, Removed or Discontinued:

No strategies or actions were removed or discontinued in Goal 1. The goal is to have full or a more robust implementation of the actions and strategies that were set forth in the 2021-2022 school year along with the implementation of the new goals and strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

The percentage of students in grades 3rd - 5th scoring proficient or above will increase from 45% to 50%% (NWEA Reading)

The percentage of English Learner students in grades 3rd - 5th scoring proficient or above will increase from 19% to 24% (NWEA Reading)

The percentage of students in kindergarten scoring proficient or above will increase from 34% to 39% % by 2023 as measured by the Fountas and Pinnell Benchmark Assessment

The percentage of English Learner students in kindergarten scoring proficient or above will increase from 19% to 24 % by 2023 as measured by the Fountas and Pinnell Benchmark Assessment

The percentage of students in 1st scoring proficient or above will increase from 32% to 37 % by 2023 as measured by the Fountas and Pinnell Benchmark Assessment

The percentage of English Learner students in 1st scoring proficient or above will increase from 21% to 26% by 2023 as measured by the Fountas and Pinnell Benchmark Assessment

The percentage of students in 2nd scoring proficient or above will increase from 46% to 51% by 2023 as measured by the Fountas and Pinnell Benchmark Assessment

The percentage of English Learner students in 2nd scoring proficient or above will increase from 31% to 36% by 2023 as measured by the Fountas and Pinnell Benchmark Assessment

The percentage of students in grades 3-5 scoring proficient or above will increase from 42% to 47% by 2023 as measured by the CAASPP Smarter Balanced ELA Assessment

The percentage of English Learner students in grades 3-5 scoring proficient or above will increase from 9% to 14% by 2023 as measured by the CAASPP Smarter Balanced ELA Assessment

Subject

English Language Arts

LCAP Goal

Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness

Identified Need

The percentage of students scoring proficient on the NWEA Reading assessment is low across all grade levels with an average of 45% of students proficient or higher. In addition, 15% of 2nd-5th grade English Learner students scored proficient on the NWEA Reading assessment.

In the 2020-2021 school year, our learning community experienced major challenges brought about by the COVID-19 Pandemic. Our instructional program shifted to meet the needs of all our students as we responded to the unique challenges the pandemic presented. However, we know there are gaps in student learning, as well as the progress we were hoping to make based on the goals, strategies, and actions outlined in our previous SPSA. As we analyze our Spring 2021 NWEA Reading assessment data in literacy, the following actions and strategies intend to close these gaps and recover learning loss. As we look forward to reopening in person for next year, we anticipate

that our students will need additional support and resources to make up for the learning loss and any trauma that they may have experienced over the past year. We will use the Sunnyvale School District's Vision for Literacy document to determine next steps with specific actions and strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Reading Growth Assessment	45% of 2nd-5th grade students were proficient or higher on NWEA Reading Assessment	50% of 3rd - 5th grade students will be proficient or higher on NWEA Reading Assessment
NWEA Reading Growth Assessment	19% of 3rd-5th grade English Learner students were proficient or higher on NWEA Reading Assessment	24% of 2nd-5th grade English Learner students will be proficient or higher on NWEA Reading Assessment
Fountas and Pinnell Benchmark Assessment	34% of kindergarten students scored proficient or higher on the the Fountas and Pinnell Benchmark Assessment	39% of kindergarten students will score proficient or higher on the the Fountas and Pinnell Benchmark Assessment
Fountas and Pinnell Benchmark Assessment	19% of kindergarten English Learner students scored proficient or higher on the the Fountas and Pinnell Benchmark Assessment	24% of kindergarten English Learner students will score proficient or higher on the the Fountas and Pinnell Benchmark Assessment
Fountas and Pinnell Benchmark Assessment	32% of 1st grade students scored proficient or higher on the the Fountas and Pinnell Benchmark Assessment	37% of 1st grade students will score proficient or higher on the the Fountas and Pinnell Benchmark Assessment
Fountas and Pinnell Benchmark Assessment	21% of 1st grade English Learner students scored proficient or higher on the the Fountas and Pinnell Benchmark Assessment	26% of 1st grade English Learner students will score proficient or higher on the the Fountas and Pinnell Benchmark Assessment
Fountas and Pinnell Benchmark Assessment	46% of 2nd grade students scored proficient or higher on the the Fountas and Pinnell Benchmark Assessment	51% of 2nd grade students will score proficient or higher on the the Fountas and Pinnell Benchmark Assessment
Fountas and Pinnell Benchmark Assessment	31% of 2nd grade English Learner students scored proficient or higher on the the Fountas and Pinnell Benchmark Assessment	36% of 2nd grade English Learner students will score proficient or higher on the the Fountas and Pinnell Benchmark Assessment
CAASPP Smarter Balanced ELA Assessment	42% of 3rd-5th grade students were proficient or higher on the	47% of 3rd-5th grade students will score proficient or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP Smarter Balanced ELA Assessment	on the CAASPP Smarter Balanced ELA Assessment
CAASPP Smarter Balanced ELA Assessment	9% of 3rd-5th grade English Learner students were proficient or higher on the CAASPP Smarter Balanced ELA Assessment	14% of 3rd-5th grade English Learner students will score proficient or higher on the CAASPP Smarter Balanced ELA Assessment
Coaching Cycles, Sign in Sheets	100%	Maintain at 100%

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)

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Monitor progress of English Learners and Spanish Learners by analyzing data in Professional Learning Communities (PLCs), Progress Monitoring, or Multi-Tiered System of Support (MTSS). Regroup students based on need and provide the necessary support to meet grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

All Juntos teachers will participate in ongoing training for Guided Language Acquisition Design (GLAD) and GLAD en Español. The school site will adopt 4 best practices that will be utilized in TK-5th grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

NewsELA will be used as instructional content tool for teachers to find articles with appropriate reading levels for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

4,000

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Juntos 3rd, 4th, 5th grade teachers will be given release time to develop a balanced English Language Arts curriculum guide and pacing map.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

5,000

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

1st-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

All 1st - 5th Grade teachers will be trained or will receive a refresher on assessing students 1-to-1 on reading with the Fountas and Pinnell Benchmark Assessment System (BAS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

In school library: Significantly increase the amount of Spanish texts available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

SLIP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

K-3rd grade students in Juntos. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to use istation as an adaptive assessment/measurement for Juntos students in kindergarten through 3rd grade in the areas of phonological awareness and phonics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,000

LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

All teachers will participate in ongoing training and coaching regarding effective literacy instruction (writing, fluency, universal access, intervention, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to implement and support “Juntos,” the Dual Immersion Spanish/English program of choice at San Miguel. Juntos teachers will meet monthly to strategize and implement Juntos yearly goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,000

LCAP

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Teachers will participate in summer Bridge Week, a planning week for Juntos teachers, to develop Juntos Language Allocation Maps, align Neighborhood and Juntos best practices, and to continue to develop the Juntos programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,682

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

After school tutorials, literacy interventions, and acceleration opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

LCAP

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Para Educators will receive training and will be assigned to all teachers for small group targeted interventions and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Administrators and site coaches work with staff to implement the Sunnyvale Vision for Literacy best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, Latinx.

Strategy/Activity

BeeReaders Español will be used to supplement San Miguel's Spanish literature by providing authentic Spanish text featuring author's of Latin American countries. These will be used with students during the instructional day and at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,600

Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

New teachers will purchase books to build their classroom libraries with the specific focus of providing books which are of high interest level, that they can see themselves in, and in their zone of proximal development to set up students for reading success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

900

Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Juntos 5th grade teachers will visit the middle school feeder school dual immersion program at Columbia Middle School for vertical articulation of best dual immersion language practices. This will be specifically focused on Spanish Language Arts reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

450

Source(s)

LCAP

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

4th-5th grade Juntos students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Fourth and fifth grade Juntos teachers will use Spanish reading data to collaborate and form flexible leveled Spanish reading groups. Students will receive targeted Spanish reading instruction based on their Spanish instructional reading level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCAP

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

TK-2nd grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Teachers will be provided release time for assessing students' reading levels in order to differentiate for learning needs and to provide small group reading instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

The 2021-2022 school year's goal of having students in grades 2nd - 5th scoring proficient or above increasing from 40% to 45% was met as measured by the NWEA Reading Growth Report (and it was surpassed by 5% points). In additional highlight, was having 21% percentage of English Learner students in first grade scoring proficient or above and surpassing that targeted goal by 1% as measured by the Fountas and Pinnell Benchmark Assessment. Strategies that contributed to meeting these goals was having all of the staff trained in using Guided Language Acquisition Design (GLAD) both in English and in en Español to support both English and Spanish Language Learners (see strategy 1). Teachers who were previously trained received a "refresher training". Teachers also participated in the summer Bridge Week where grade levels had the opportunity to collaborate around reading and developing best practices to support all learners (see strategy 10, such as developing lessons that are culturally relevant to our student community).

Although the goals of having the percentage of students in first grade scoring proficient or above increase from 30% to 35% and the percentage of students in kindergarten scoring proficient or above increase from 32% to 37% as measured by the Fountas and Pinnell Benchmark Assessment did not meet the target goal of 5% growth, both positively increased by 2% percentage points. Despite the fact that we did not meet our targeted goals, this might have been partly to disrupted instruction due to COVID. In addition, teachers were refining their best practices using the GLAD strategies (see strategy 1). Finally, the 2021-2022 school year was focused on a Restorative Restart in order to best meet the students' needs. There will be a deeper implementation of Actions/Strategies this school year as it will be illustrated below.

The goals of the percentage of EL students in grades 2nd - 5th scoring proficient or above will increase from 22% to 27% (19% were proficient) on the NWEA Reading Growth Report and the goal of the percentage of EL students in kindergarten scoring proficient or above will increase from 27% to 32% (19% were proficient) as measured by the Fountas and Pinnell Benchmark Assessment were not achieved. Change in EL data due to reclassification and the influx of new students may have contributed to the outcomes. Although the percentage of EL students scoring proficient or above in kindergarten and 2-5th grade reading declined this highlights the high mobility of English Learners into San Miguel Elementary School post shelter-in-place COVID 19 pandemic. This also excludes the success of students who were reclassified, 30 students (16%) of English Learner students in the 2021-2022 school year which was the most students of any of the Title 1 schools.

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

Strategies/Actions Not Fully Implemented but planned to continue:

Strategy/Action 4 The plan to provide additional release time for 3rd through 5th grade teachers to develop an English and Spanish Language Arts curriculum map was not fully implemented, partially due to the impact of COVID-19 and the lack of substitute teachers available. However, this strategy/action will continue to be implemented in the 2022-2023 school year. Strategy/Action 11, after school tutorials that were intended to provide literacy interventions and acceleration opportunities were partially implemented in February after the COVID-19 surge. However it was not implemented with fidelity.

New Strategies/Actions Planning to Implement:

Strategy/Action 17 Fourth and fifth grade Juntos teachers will plan and collaborate to have (flexible grouping) leveled reading classes to best differentiate instruction in order to meet students where they are at academically.

Strategy/Action 14 BeeReaders Español will be used to supplement the school's Spanish literature by providing authentic Spanish text from author's of Latin American countries to students during the instructional day and at home.

Strategy/Action 16 Juntos 5th grade teachers will visit the middle school feeder school dual immersion program at Columbia Middle School, for vertical articulation of best dual immersion language practices, specifically focusing on Spanish Language Arts reading.

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.

Strategies/Actions, Removed or Discontinued:

No strategies or actions were removed or discontinued in Goal 2. The goal is to have full or a more robust implementation of the actions and strategies that were set forth in the 2021-2022 school year along with the implementation of the new goals and strategies. However the original Strategy/Action 9 language has been updated from "continuing to support the Juntos Dual Immersion program" to a more specific focus on "Juntos teachers will meet monthly to strategize and implement Juntos yearly goals."

Strategy/Action 2 has been removed because it was completed (All Juntos teachers will be trained in GLAD en Español). Strategy/Action 2 will now be adapted to be "All Juntos teachers will participate in ongoing training for GLAD and GLAD en Español. The school site will adopt 4 best practices that will be utilized in TK-5th grades."

Goals, Strategies, & Proposed Expenditures

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

Goal 3

The percentage of students in grades 3rd - 5th who responded favorably to the level of Cultural Awareness and Action will increase from 53% to 58% by June, 2023 as measured by the Panorama Survey.

The percentage of students in grades 3rd - 5th who reported "frequently" or "almost always" having challenging feelings (boredom, loneliness, or sadness) will decrease from 66% to 71% by June, 2023 as measured by the Panorama Survey.

Subject

Social-Emotional Learning and Student Engagement

LCAP Goal

Ensure school and classroom environments provide Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) for the Whole Child so that students can reach their full academic potential.

Identified Need

School closures have significantly increased social isolation for students. Many of our students have experienced trauma due to the loss of a family member or because of hardships experienced by the family due to Covid related issues. This has been captured in the number of students who have cited anxiety as one of the emotions they have experienced. We have identified the need for supports in the social emotional well-being of our students to help them reconnect to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	53% of 3rd - 5th responded favorably to the level of Cultural Awareness and Action	58% of 3rd - 5th will respond favorably to the level of Cultural Awareness and Action.
Panorama Survey	66% of 3rd - 5th responded that they; "frequently" or "almost always" have challenging feelings (boredom, loneliness, or sadness).	71% will respond that they; "frequently" or "almost always" have challenging feelings (boredom, loneliness, or sadness).

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)

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Develop continuity of behavior expectations during the school day and beyond the end of the school day via "Positive Behavioral mIntervention Systems (PBIS) Rotations" and "Refreshers" through the School Spirit Team. This includes classroom learning expectations along with school-wide norms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue partnerships with Community Health Awareness Council (CHAC), Play Works, Project Cornerstone, and agencies that support students with a focus on social-emotional well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to implement morning meeting and the Responsive Classroom framework. Provide trainings, materials, and supplies for all staff, especially new teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

3rd-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, Latinx.

Strategy/Activity

Continue Acknowledge Alliance Partnership. Provide social-emotional lessons in grades 3rd - 5th grades. Continue to have a resilience consultant on campus 1/2 day a week to support staff social-emotional well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

TK-2nd grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Implement "Second Step" curriculum during morning meeting in Kindergarten through 2nd Grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

The MTSS team will identify supports for students who are less engaged in school and identify academic, social emotional, and attendance needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCAP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Tier 3 or Tier 3+ needs.

Strategy/Activity

Provide in person de-escalation spaces and teach students how to regulate emotions. Provide incentives for students based on contingent work breaks. Provide parent support and education based on student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide ongoing training to the staff around Tier 1 Restorative Justice practices. Implement Restorative Justice Practices throughout the school year (such as community circles, restorative justice circles, conflict mediation meetings, and alternatives to detention).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to provide Project Cornerstone "Asset Building Champion" lessons in TK-5th 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.

Amount(s)

Source(s)

500

LCAP

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to implement a positive incentive system for students aligned with PBIS such as holding school wide weekly raffles and monthly student awards ceremonies that promote positive student behaviors on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,400

LCAP

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

4th and 5th grade student. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

San Miguel will partner with "Kids to Pros" for after school enrichment activities. The "Kids to Pros" organization focuses on proper sport fundamentals along with mindful play, leadership, teamwork, and respect for others.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

4th and 5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Increase the selection of books that celebrate diversity, equity, and inclusion (DEI) to embrace the conversation around differences. This will embrace all learners' attributes and abilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

General Fund

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

4th and 5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, Latinx.

Strategy/Activity

The School Culture Team will continue to research and develop strategies to embrace all learners with an emphasis on acceptance and recognizing students' identities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCAP

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

4th and 5th grade. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, Latinx.

Strategy/Activity

Have monthly student recognition "Shark Splash" assemblies to promote student success/growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCAP

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

4th and 5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, Latinx.

Strategy/Activity

The PBIS committee will update the school expectations to focus on the 4 agreements; We make Good Choices, We Listen and Follow Directions, We Keep Everyone Safe, We are Caring and Inclusive.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCAP

Annual Review

SPSA Year Reviewed: 2021-22

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.

For the 2021-2022 school year, San Miguel had the goal of having 56% or more of the the students respond favorably to Cultural Awareness and Action on campus. However, 53% of students responded favorably to it, which showed a 2% growth from the previous year, but falling short by 3% from the desired outcome of 56%.

An additional goal in this area was decreasing the percentage of students in 3rd - 5th grades who reported having challenging feelings (boredom, loneliness, or sadness) from 67% to 62% by June of 2021 as measured ion the Panorama Survey. However the question used to measure this goal was slightly changed on the survey and therefore the goal was measured with two different metrics. 1) 76% of students reported positively to having feelings of sadness. 2) 64% of the students responded favorably to having feelings of loneliness.

San Miguel Elementary School was able to implement strategies such as having Project Cornerstone volunteers on campus who partnered with the classroom teacher to deliver lessons with students around resiliency and other social emotional tools. Classroom teachers were also able to create classroom calming corners in each classroom which provided safe deescalation spaces fo

students to use if they were feeling frustrated, angry, or upset. In addition, San Miguel Elementary held monthly Shark Splash school assemblies that recognized students assets and that reinforced positive school-wide behavior expectations.

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

Although we were able to implement a number of enrichment opportunities and Social Emotional learning opportunities for students in the 2021-2022 school year we did not meet our goal of fully implementing a Makerspace in the school library and in training all staff on using the School Wide Information System (SWIS) behavioral database to record major discipline referrals.

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.

Strategies/Actions that will be added to this year's Goal #3 is to reimagine the school-wide (rules) agreements for students; make good choices, listen and follow directions, keep everyone safe, and be inclusive. In addition we will provide scholarships for after school enrichment activities. We will continue to contribute to our school library by purchasing books that highlight diversity, equity, and inclusion.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

100% of families will connect with the school/teacher. (Back to School Night, Communication (Class Dojo, Phone Calls, Meetings, Home Visits, Conferences, Open House, PTA meetings, ELAC, School Site Council, etc.)

Subject

Family Partners in Education

LCAP Goal

Foster a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school

Identified Need

After a year of social isolation and supporting their child at home, parents are looking for opportunities to connect with one another and to be provided with additional strategies to best support their child at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education Sessions	17 Sessions	20 Sessions
Family Communication: Panorama Survey, Classroom communication tools (Class Dojo, School Messenger)	N/A - no baseline data	100% of families will be in regular contact with the school

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)

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to encourage parent participation in school events and activities that occur both virtually and in person. Examples include Juntos Parent Nights, Movie Night, PTA Picnic, ELAC, and School Site Council.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Use parent survey data to create opportunities for parent volunteerism at the school site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide interpretation support for parent/teacher conferences and parent meetings. Examples include; Student Study Review Teams (SSTs), Multi Tiered Layers of Support (MTSS), Student Attendance Review Teams (SART), Back to School Night etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide parent workshops on grade level specific topics for student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,400

LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide targeted parent workshops or 1:1 coaching around topics such as bedtime routines, morning routines, positive parenting, and setting boundaries at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide parent workshops for families to learn how to use the school's communication tools such as Class Dojo and School Messenger.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Meet regularly in ELAC as the parent advisory group for parents of English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Create and implement a parent involvement policy and plan for the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Hold and facilitate an annual Title 1 parent meeting

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Kinder students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide a Kinder Round Up event for families to learn how to support their children at home, and to assess students before the first day of school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to have monthly Coffee with the Principals to foster positive community connections and to update the community with current school events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

General Fund

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, Latinx.

Strategy/Activity

Provide Parent Project Jr. for families with children who have behaviors that interfere with learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,300

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, Latinx.

Strategy/Activity

Repurpose the Library Resource Center (LRC) computer lab to create a family resource room to promote family engagement and community. The resource room may be used for parent workshops, English language Advisory Committee (ELAC), School Site Council, and as a place to provide family education services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

The San Miguel Outreach Liaison was utilized to support families throughout the school year (both virtually and in person). The Outreach Liaison aided in gathering feedback from parents for parent education topics such as; how to use ClassDojo, anti-bullying, and effective communication strategies with children at home. The weekly parent/guardian bulletin was sent out to families and guardians every Monday to update the community with regards to current school events and monthly themes such as the importance of school attendance.

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

Due to COVID-19 restrictions in the 2021-2022 school year, we were unable to implement the Parent Institute for Quality Education (PIQE) and Parent Project. Volunteers on campus were also limited until the second half of the school year.

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.

In the 2022-2023 school year we plan on being more strategic with the feedback we receive with the Panorama Survey. We will form an understanding of the workshops parents are interested in attending. We also plan on bringing back events such as Coffee with the Principals that were cancelled due to COVID restrictions.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

The percentage of EL students in kindergarten scoring proficient or above will increase from 19% to 24% as measured by the Fountas and Pinnell Benchmark Assessment System.

The percentage of EL students in first grade scoring proficient or above will increase from 21% to 26% as measured by the Fountas and Pinnell Benchmark Assessment System.

The percent of English Learners testing proficient in math based on the NWEA in grades 2-5 will increase from 12% to 17%.

The percentage of English Learners testing proficient in English language arts based on the NWEA in grades 3-5 will increase from 19% to 24%.

The percent of students reclassified as English Proficient will increase from 16% to 21%.

The percentage of English Learner students in grades 3-5 scoring proficient or above will increase from 5% to 10% by 2023 as measured by the CAASPP Smarter Balanced Math Assessment
The percentage of English Learner students in grades 3-5 scoring proficient or above will increase from 9% to 14% by 2023 as measured by the CAASPP Smarter Balanced ELA Assessment

Subject

English Learners

LCAP Goal

Accelerate learning outcomes for English Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate

Identified Need

Based on our student data, our English Learners are not currently performing at grade level, therefore we will be focusing on ELD practices that will apply in iELD and dELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas & Pinnell	19% of EL students in kindergarten were proficient or above on Fountas & Pinnell	24% of EL students in kindergarten will be proficient or above on Fountas & Pinnell
Fountas & Pinnell	21% of EL students in first grade were proficient or above on Fountas & Pinnell	26% of EL students in first grade will be proficient or above on Fountas & Pinnell

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math NWEA	12% of English Learners in 2nd-5th scored proficient or above in math based on the NWEA	17% of English Learners in 2nd-5th will score proficient or above in math based on the NWEA
NWEA Reading	19% of English Learners in grades 3-5 scored proficient or above in English language arts based on the NWEA	24% of English Learners in grades 3-5 will score proficient or above in English language arts based on the NWEA
Percent of EL students reclassified	16% of students reclassified as English Proficient	21% of students will reclassify as English Proficient
CAASPP Smarter Balanced Math Assessment	5% of English Learner students in grades 3-5 scored proficient or above on the CAASPP Smarter Balanced Math Assessment	10% of English Learner students in grades 3-5 will score proficient or above on the CAASPP Smarter Balanced Math Assessment
CAASPP Smarter Balanced ELA Assessment	9% of English Learner students in grades 3-5 scored proficient or above on the CAASPP Smarter Balanced ELA Assessment	14% of English Learner students in grades 3-5 will score proficient or above on the CAASPP Smarter Balanced ELA 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)

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Provide targeted intervention support in 4-6 week cycles throughout the school year specifically for English Language Learners in explicit English Language Development instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

K-5th grade Juntos students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, Latinx.

Strategy/Activity

All Juntos students will participate in the Standards-Based Measurement of Proficiency (STAMP Avant) Assessment to assess the students' Spanish speaking and listening skills to help the Juntos program gauge learning progress and program effectiveness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9,000

Source(s)

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

2nd-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged, and Latinx.

Strategy/Activity

Provide Starting Arts Musical after school to help promote English language development for second language learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

SLIP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

All teachers will participate in ongoing training and coaching for ELD Standards with the Gradual Release of Responsibility Model (GRR)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Site administration, instructional coach, and leadership team will develop and utilize a consistent observation protocol for strategies that support EL achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

All teachers will participate in training to use strategies that build academic language for English and Spanish Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Use assessment data to monitor progress of English Learners and Spanish Learners in Reading/Language Arts through English Learner Progress Monitoring (ELPM).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Teachers will be provided support with ongoing professional development and coaching to support them in both designated ELD and integrated ELD instruction, through explicit use of learning-language goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

Continue to implement and support “Juntos,” the Dual Immersion Spanish/English program of choice at San Miguel

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

TK-5th grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.

Strategy/Activity

All teachers will implement GLAD strategies in the classroom. Grade level teams will develop and implement GLAD units

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCAP

Annual Review

SPSA Year Reviewed: 2021-22

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.

The goal of the percentage of English Learner students in first grade scoring proficient or above increasing from 15% to 20% by June 2022 on the Fountas and Pinnell Benchmark Reading Assessment was met and surpassed by 1% point. There were a number of strategies/actions that contributed to the success in this area. However, the one of the most impactful strategies that contributed to this goal was Strategy/Action #7. Teachers were provided support with ongoing professional development and coaching to support them in both designated ELD and integrated ELD instruction, through explicit use of learning-language goals. The site coach and the district coaches worked in developing strategies that used both integrated and designated ELD time.

However, the most impactful goal to analyze in this section is the overall reclassification of English Learner students is the percentage of students which was to increase from 2% to 7% by June 2022. English Language Learner students at San Miguel Elementary surpassed the 7% by 9% points to reclassify 16% of all language learners, which was the highest percentage amongst all Title One schools in our district. Strategies that contributed to this goal were Strategy/Action 5 All teachers will participate in training to use strategies that build academic language for English and Spanish Learners. This was met through staff meetings, Professional Learning Communities (PLCs) and District Wide Grade Level Leads training. Teachers also routinely used data to monitor the progress of their English Learners (Strategy/Action 7) and all teachers participated in professional development with Translanguaging in the classroom as an assets based approach to students incorporating their own linguistic knowledge (Strategy/Action10). The positive change in EL data due to reclassification excludes this group of students from the English Learner data and the reclassified students will now be included in the overall school data.

Even though San Miguel surpassed the reclassification goal of English Learner students for the 2021-2022 school year, the following goals with regards to English Language Learners were not met. The first goal was to have 31% of English Learner students in grades 2nd - 5th score proficient on the NWEA Math Growth Report. This goal was not met as only 12% of students in this

category scored proficient. The goal of English Learner students in grades 2nd - 5th scoring proficient on the NWEA Reading Growth report was not met either, as 19% of students in this category scored proficient. Finally, San Miguel did not meet its goal of having 37% of English Learner students in kindergarten score proficient or above on the Fountas and Pinnell Benchmark Reading Assessment, as only 19% scored proficient in this category. As a result, we will continue to use the Sunnyvale School District's Vision to support English Learners' in Math and ELA instruction such as providing low floor, high ceiling open ended engagement tasks and to encourage specific discourse with language specific functions.

Specific actions/strategies (below):

Strategy/Action 5 Site administration, instructional coach, and leadership team will develop and utilize a consistent observation protocol for strategies that support EL achievement.

Strategy/Action 9 Teachers will support with ongoing professional development and coaching to support them in both designated ELD and integrated ELD instruction, through explicit use of learning-language goals.

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

Strategies/Actions Not Fully Implemented but planned to continue:

Strategy/Action 1 Provide targeted intervention support in 4-6 week cycles throughout the school year specifically for English Language Learners in explicit English Language Development instruction. Our Grade level leads will continue to collaborate with district coaches specifically with integrating ELD practices in classroom math routines (i.e. Rich Math Tasks, Math Games, Math Discourse with high academic vocabulary). Strategy/Action 6 Site administration, instructional coach, and leadership team will develop and utilize a consistent observation protocol for strategies that support EL achievement. Although this strategy was not implemented in the 2021-2022 school year it will contribute to collecting and analyze best practices (TK-5th) to assist in providing staff feedback and to measure the effectiveness of San Miguel's EL practices.

New Strategies/Actions Planning to Implement:

Strategy/Action 11 All teachers will implement GLAD strategies in the classroom specifically focusing on the 4 best practices in TK-5th as well as continuing in developing GLAD units. The practices include but are not limited to pictorial input charts, learning chants, graphic organizers and learning logs. Strategy/Action 2 is a new strategy/action- All Juntos students will participate in the Standards-Based Measurement of Proficiency (STAMP Avant) Assessment to assess the students' Spanish speaking and listening skills to help the Juntos program gauge learning progress and program effectiveness. This action/strategy will be implemented in the 2022-2023 school year not only to assess both English language Learners and Spanish Language Learners, but to collect and analyze data about the Juntos Program in order to improve learning language outcomes and in making school-wide informed decisions.

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.

Strategies/Actions, Removed or Discontinued:

Action/Strategy 10 All teachers will participate in professional development around Translanguaging in the classroom as an assets based approach to monolingual students incorporating their own linguistic knowledge, will be removed on the 2022-2023 SPSA. The

strategy/action was implemented with Fidelity during a full day of professional development and the the Translanguaging practices has been adopted in the classroom setting; where students are able to code switch between home language and English to express their thinking.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Subject

LCAP Goal

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,858.85
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,282.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$49,582.00

Subtotal of additional federal funds included for this school: \$49,582.00

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

State or Local Programs	Allocation (\$)
General Fund	\$27,000.00
LCAP	\$54,700.00
SLIP	\$17,000.00

Subtotal of state or local funds included for this school: \$98,700.00

Total of federal, state, and/or local funds for this school: \$148,282.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- n/a Secondary Students

Name of Members	Role
Esteban Ybarra	Principal
Theresa Salazar	Other School Staff
Debra Wiseth	Classroom Teacher
Karen Dazols	Classroom Teacher
Geraldo Cardenas	Parent or Community Member
Rebecca Lucky	Parent or Community Member
Daniel Mejia	Classroom Teacher
Jaime Benes	Parent or Community Member
Elsa Nunez	Parent or Community Member
Jessica Reeves	Parent or Community Member

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):
Faculty/Staff

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 2021.

Attested:

Esteban Ybarra

Typed Name of School Principal

Signature of School Principal

Date

Jaime Benes

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Community Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Community Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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