

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Montezuma (M9 - 266)

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:

English Learner Advisory Committee

_____ Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Jim Cowan
Typed Name of School Principal

James Cowan
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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
Montezuma Elementary	39686766042717	06/01/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Montezuma Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for Students with Disabilities (SWD) student group.

Description

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.

Montezuma Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies) /activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The SPSA and current student data was reviewed by the following committees on their respective dates:

Montezuma Staff 2/15 (Staff encouraged to complete a Google survey prioritizing site needs)

Results of the Google survey completed by staff was shared with the following committees:

School Site Council(SSC) 2/17 -The comprehensive needs assessment and Staff Google Survey was shared with the council, as well as Diagnostic 1-2 data.The top four needs as indicated on the survey were: phonics program, writing support/PD Amira reading and consumable readers. The council agreed these were good areas of focus.

Montezuma Leadership 3/9 -Leadership analyzed the I ready diagnostic 1-2 data and also looked at the Needs assessment survey the staff completed. Leadership team really emphasized the need for a strong phonics program.

English Learners Advisory Committee(ELAC) 2/24 The comprehensive needs assessment and Staff Google Survey was shared with the ELAC, as well as Diagnostic 1-2 data.The top four needs as indicated on the survey were: phonics program, writing support/PD Amira reading and consumable readers. Parents agreed these were good areas of focus.

Staffing and Professional Development

Staffing and Professional Development Summary

26 teachers are highly qualified

5 Induction and/or Intern

Grade level collaboration twice a month-focusing on planning for small group instruction and differentiation based on formal and informal assessments.

Site based PD around adopted curriculum and best practices was conducted during staff and collaboration meetings. Focusing on areas of deficit based on I ready Diagnostics-Reading Vocabulary and Measurement and Geometry were areas of site focus. Level of implementation for Pd was not fully implemented, due to instructional coach being pulled away as a Virtual teacher, so Admin and Program Specialist had to assume duties, this goal was only partially met due to admin and program specialist having to be in classrooms, due to sub shortage.

Additionally, teachers participate in district provided PD, they self selected topics appropriate to their needs.

Academic conferences 3 times around a year in conjunction with I ready diagnostic testing. Principal met with grade level leaders to analyze current strengths and weaknesses , at that grade level, on the I ready diagnostic to help support small group instruction and reteach. As a result of the Academic conferences, data supported the need for a more structured phonics program and more systematic writing.

Teachers utilized the Instructional grouping report in I ready and used these groups to differentiate in small group instruction.

We are AVID certified K-8. All teachers use Avid focused notes and all students have an AVID binder. Grade 4-8 use Socratic seminars and we have AVID elective for grades 7th and 8th

Staffing and Professional Development Strengths

Staff is committed to the fidelity and implementation of core curriculum and master schedule.

We are certified K-8 for AVID and all teachers use AVID and PBIS strategies.

We have a full time librarian, and all students use it.

Additionally, we have a full time bilingual assist.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Additional coaching and PD responsibilities were placed on Admin and Program Specialist **Root Cause/Why:** District placed instructional coach in a virtual classroom, as a result admin and Program Specialist assumed the duties of Instructional Coach.

Needs Statement 2 (Prioritized): Admin was not able to effectively provide ongoing feedback and assistance. **Root Cause/Why:** We have in excess of 200 IEP's

on campus between the following programs ; TISS,DHH, Resource,Speech and Autistic preschool.Managing extreme behaviors and attending in excess of 200 IEP's a year, impedes admin ability to effectively manage instructional programming(visit classrooms, insure teachers are following pacing guides and maintaining fidelity to core programs) and maintain a safe campus

Teaching and Learning

Teaching and Learning Summary

Classroom observations: Allow for administration to monitor and make changes and plan PD based on what is seen in classrooms

Analysis Current Instructional Program: ACON conferences are held 3 time a year and are based on summative/I-Ready scores and daily formative assessments to make collaboration time more applicable to student needs in a timely manner.

Alignment to Adopted Curriculum and Pacing

Following master schedule

Research Based Instructional Practices

After school tutoring 4 days a week for 1-1/2 hrs a day

I ready diagnostic 3x years, learning pathways

	Diagnostic 1	Diagnostic 2 (percentage on grade level I ready Data)
Math		
Tier 1	8%	23%
Tier 2	44%	45%
Tier 3	48%	32%
ELA		
Tier 1	12%	28%
Tier 2	36%	34%
Tier 3	51%	38%

Read 180 -RSP teacher recently trained and just beginning to implement.

We are a certified AVID school for K-8th grade. All teachers use AVID focused note taking and all students have an AVID binder.

Grades 4-8 utilize the Socratic seminar.

We have Avid elective for grade 7th and 8th

Teaching and Learning Strengths

Growth from diagnostic 1-2 in i-ready reading and Math

Teachers follow posted master schedule

Teachers Implement adopted core programs

Teachers participate in collaboration 2x month

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Based on iReady diagnostic 2-72% of students are one grade or more below grade level in reading **Root Cause/Why:** As a result of examining Diagnostic 1 and 2 iReady data during Academic Conferences, we discovered, vocabulary, phonics and comprehension were difficult to teach remotely and students have significant learning loss from distance learning. We also have in excess of 250 English learners and over 200 special ed students.

Needs Statement 2 (Prioritized): Based on iReady diagnostic 2, 77% of students are one grade or more below grade level in math **Root Cause/Why:** As a result of examining Diagnostic 1 and 2 iReady data during Academic conferences, we discovered, Number sense was difficult to teach remotely and students have significant learning loss from distance learning. We also have in excess of 250 English learners and over 200 special ed students.

Parental Engagement

Parental Engagement Summary

LCAP

ELAC

SSC

Monthly Food bank

Teachers contact families via class dojo and google classroom

Progressing in implementing above activities were stalled by Covid protocols, hope to implement next year.

Parental Engagement Strengths

Teachers have direct contact with parents via class dojo, google classroom and phone calls and utilizing Procure for afterschool attendance empowered parents to become made involved in child's learning.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Limited parent interaction **Root Cause/Why:** Covid protocols

School Culture and Climate

School Culture and Climate Summary

Implementing PBIS on campus to increase daily attendance and positive school environment

Three scholastic book fairs

Parent movie nights

Send parents to CABE

Student climate survey-given to 189 students in grades 4-8. We have provided lunch time activities(game days, trusted adult activities, no child eats alone day) to increase positive school climate.

We have two counselors -One counselor serves K-4 students, the other serves grades 5-8. Counselors work with students and help support PBIS, run CARE team meetings,SST's, and run grief and trauma groups.

We have two CSEA Positions-maintain campus, playground and cafeteria security before and after school.

CARE TEAM Meetings are held monthly to address academic needs, truancy and socio emotional needs. These meetings help support possible SST referrals.

CWA clinicians one day a week help support trauma and truancy. Clinician offers support, and incentives as appropriate to encourage students to attend school regularly.

School Culture and Climate Strengths

Two full time counselors -One counselor serves K-4 students, the other serves grades 5-8. Counselors work with students and help support PBIS, run CARE team meetings,SST's, and run grief and trauma groups.

Librarian has a master schedule to include all classes in library visitation, so students can check out books and offers support for research for classroom projects. Additionally she manages Accelerated Reader for entire school.

Program Specialist, coordinates all site testing to include ELPAC and SBAC. General Ed representative for TISS and DHH IEP's. Afterschool tutoring coordinator, Summer school coordinator,assist principal with SPSA.

One mental health clinician-supports students with trauma

Full time Bilingual para professional works with over 100 newcomers and English learners. Supports students in class and pulls out small groups to support their English needs. Works with classroom teachers to support students.Para provides afterschool tutoring providing extra language support and homework help three days a week. She also provides translation for student meetings, ELAC and SSC meetings.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Attendance has dipped, 22% habitually truant **Root Cause/Why:** Covid, students going back and forth from in person to virtual academy, 70% of students not performing at grade level Students with significant trauma has increased this year.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA:

By the end of the 2023 school year, per I ready Diagnostic 3 results report, the total number of students performing 2 or more grade levels below will decrease by 75 students.

By the end of the 2023 school year, per I ready Diagnostic 3 results report, 10% of students in Grades K-8 will achieve their I ready Annual typical growth goal.

EL:

By the end of the 2023 school year, per ELPAC, we will increase the number of students who reclassify by 30 students.

Math:

Increase the percentage of all students meeting the standards on SBAC by 10% in math

Decrease the distance from standard for all students in ELA and Math by 10.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math, by using the district adopted curriculum, demo lessons in the classroom, CABE conferences, data analysis, academic conferences, and site based professional development.

Program Specialist will provide Site based PD on RTI, ELD, ELPAC, data and support in class and during Academic Conferences.

60% - (95,492) Title I - Program specialist activities using Title 1 federally sponsored funds include: supporting teachers and administration with administering and monitoring data for local assessments, Afterschool Academic Hour coordinator, supervising and coordinating bilingual assist schedule, organizing and presenting at Parent meetings to include parent Cafe, offering technical and instructional support to staff, providing site based trainings and professional development in an effort to increase student achievement and engagement.

40% - (63,661) LCFF -Program specialist activities using LCFF federally sponsored funds include: Managing English learners' program and ELPAC testing. Managing SBAC and PSAT testing, participating in the SAP process, member of site CARE team. Assist principal in assigned duties, as needed, resolve tech issues.

Substitute Pay Calculation to release teachers for PD, academic conferences:

100 days X \$200 = \$20,000 - Title I

Effectiveness will be measured by I ready data 3x a year

Parents attending Parent Cafe # Students increase to Tier 1 in reading/Math

Additional Hourly for site based PD:

30 teachers X 6 hours X \$60 = \$10,000 - Title I

Instructional Materials: As we are an AVID school in grade K-8, all supplemental materials/supplies will help to support WICOR strategies - Binders, paper, dividers, student planners, pencil pouches and chart paper help to support organization and student success. The lesson's effectiveness to student achievement will be measured by I-ready diagnostic growth data collected three times a year. Cost of materials/supplies = \$3,291 - Title I

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)
\$10000	50643 - Title I
\$3291	50643 - Title I
\$95492	50643 - Title I
\$63661	23030 - LCFF (Site)
\$20000	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

To provide students with additional learning opportunities during intersession/Summer School focusing on ELA and mathematics in grades K-2 foundational skills and grades 3-8 academic vocabulary.

Pre/post assessment Anecdotal/ Observation Survey (time on task)

Additional Hourly for Intersession/Spring Break/Summer School:

5 teachers X 54 hours X \$60 = \$16,200 - Title I

1 Program Specialist X 60 hours X \$60 = \$3,600 - LCFF

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)
\$16200	50643 - Title I
\$3600	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of Accelerated Reader, and Amira reading. The library media assist will help students select appropriate leveled books to read and then have students take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on their AR test. The library media assist will monitor school wide progress and provide incentives for classes and students meeting their individual goals. Additionally, the library media assist will provide teacher support and training on Accelerated Reader in an effort to foster a schoolwide love of reading. Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read aloud. Supports teachers with Readers Theater. Coordinate and monitor Accelerated Reader.

Program specialist will support and monitor students progress and growth in Amira Reading.

License agreements - \$13,764- Title I

.625 FTE Library Media Assist (salary and benefits) \$53,399 - LCFF

Additional Hourly to extend the opportunities for students to experience reading resources.

1 Library Media Assist X 12 hours X \$60 = \$720 - LCFF

of students increasing AR level, based on AR reports # Students using Accelerated reader # Frequency of AR sessions

To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills. during. Designated ELD time, teachers will write language objectives, based on student language demands. Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.

of students increasing an ELPAC level # of student RFEP # Students increasing IReady diagnostic score 3x year

.75 FTE Bilingual assist schedule and # students supported All students will have access to instructional materials to support AVID WICOR strategies.

\$62,538 - LCFF

AVID specific project materials to include: binders, pencil pouches, dividers and all necessary materials to support strategies. Chart paper, markers, and easels.

students with organized binders, binder checks 3x year

Instructional Materials/Supplies \$10,429 - Title 1

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment -4 cannon image runner advance copy machine are available and usable to provide a print rich environment.
Maintenance agreements and duplicating \$6,000 - Title 1

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student 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)
\$62538	23030 - LCFF (Site)
\$720	23030 - LCFF (Site)
\$1682	23030 - LCFF (Site)
\$13764	50643 - Title I
\$53399	23030 - LCFF (Site)
\$10429	50643 - Title I
\$6000	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Instructional Material/Supplies \$5,000 (Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5000	50643 - Title I

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
 *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

We have implemented AVID and PLTW successfully. Students on grade level have increased for reading and math by more than 10% from diagnostic 1.

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

Monies put aside for academic conferences were not utilized, due to sub shortages.

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.

Accelerated reading licenses will be for grades 4-8 only. We will add Amira reading for grades 1-3(Strategy/Activity 3)

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By June 30,2022 maintain suspension rate less than 5%

By June 30,202 decrease chronic absenteeism for all students by 2%

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, and structured student engagement activities.

Non-Instructional Materials include posters, sheet protectors and expo pens to support small group counselling sessions.

of student involved in the PLUS program # of discipline referrals # of students suspended

8 teachers x 11 hours x \$60=\$5,280

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)
\$5280	50643 - Title I

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

PBIS and Leadership teams will review and modify school handbook to address new routines and procedures needed, as a result of new construction.

Further work will be done by the teams to support methodology introduced at site based RTI PD. Administration will review with staff, students and parents at beginning of the year assemblies.

Additional Hourly for teachers: 8 teachers X 11 hours X \$60 = \$5,280 - Title I

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)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

[Empty text area for identifying students to be served]

Strategy/Activity

Discontinue strategy.

[Empty text area for describing the 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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Attendance has no been good due to Covid and virtual learning academy. PBIS/PIUS strategies have been implemented. Positive student activites (as COVID protocols would allow) created a positive school environment.

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

none

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.

none

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 30, 2022, increase the number of parent trainings/meeting offerings per month from 2 to 4-in person or virtual

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Montezuma would like to increase parent participation and involvement, by offering multiple opportunities for parents and families to participate in their child's education. Latino Family Literacy project has a set of parent training modules that have been successful and well attended at Montezuma. The SUSD Language Development office, previously purchased one set of materials focused at a particular grade. As a site, we would like to purchase another set of materials to continue on going parent trainings and support in how to read with their child and support them with homework. Additionally, we will be offering weekly Parent Cafe featuring a variety of topics provided by district Family Engagement department. Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, family nights and communication. Supplies for meetings, construction paper, copy paper, craft supplies (construction paper, glue, stickers, markers) Materials used during parent meetings, and the Latino Literacy Project. Materials help support parent empowerment -giving parents and strategies to help support reading and literacy in the home. Additionally, help to increase student achievement and engagement, by offering parenting tips and "make and take "activities that can be used at home. # of parents attending meetings # of parents attending trainings \$3,455 Parent meetings and trainings (Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3455	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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.

We tried to offer parent cafes virtually, but had no participation.

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

None of the described parent activities above were done due to covid protocols.

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.

none

LCAP Goal

Goal 4: Special Education

Pending development

Goal

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$188911
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$374511

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 (\$)
50643 - Title I	\$185456
50647 - Title I - Parent	\$3455

Subtotal of additional federal funds included for this school: \$188911

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 (\$)
23030 - LCFF (Site)	\$185600
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$185600

Total of federal, state, and/or local funds for this school: \$374511