

# 2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Mata (M6 - 263)

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

09/01/22

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 09/01/22.

Date of Meeting

Attested:

Patricia Mata

Typed Name of School Principal

*Patricia B. Mata*

Signature of School Principal

09/01/2022

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
<b>Mata Elementary</b>	39-68676-0140020	09/01/2022	09/13/2022

## Purpose

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

Flora Arca Mata Elementary School is a Kindergarten through 8th grade school with an enrollment of approximately 420 students. Mata was built in 2020. The campus includes 22 classrooms, an extensive library, a Multi-Purpose Room, a science lab, a PE room and a music room. About 50% of Mata's student population is LatinX, 18% is African American, 10% identify as two or more ethnicities, 7% is Asian, 7% is white, 3% is Filipino, and 1% is Native American.

Our F.A.M.ily's goal is to educate EACH student to the highest level of academic achievement; to empower our scholars to explore and expand their potential; and to prepare our scholars to be respectful, responsible, productive, and creative members of our local and global communities.

Flora Arca Mata Elementary School is implementing a Targeted Assistance School (TAS).

## 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.

Flora Arca Mata Elementary 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 school-wide assessment team for Mata Elementary School is composed of five meetings with the following teams: **Admin-Team** - the principal, assistant principal, and two counselors; **Leadership Team** – nine teachers, one counselor, principal, assistant principal, and resource specialist; **Student Assistance Program Team** principal, assistant principal, resource specialist, counselors, mental health clinician, psychologist, and the SLP; **SSC Sub Committee** - principal, administrative assistant, and a parent. and **Mata Student Council** – were asked to provide feedback. All site teachers were invited to participate. The meeting agendas specifically focused on the needs assessments based on data, mission, collective commitments, PLC implementation and to address all components of the needs assessment. Targeted parents/families were invited to attend to provide specific feedback.

SSC Meeting 11/18/2021 - Conducted Parent Survey for Needs Assessment and presented Decision Making Model

SSC Meeting 1/20/2022 - Reviewed Winter iReady results and student performance. Discussed parent and school climate survey results and continued the development of comprehensive needs assessment and root cause analysis.

SSC Meeting 3/24/2022 - Progress monitoring of site goals and strategies. Reviewed and approved finalized 2022 CNA.

# Staffing and Professional Development

## Staffing and Professional Development Summary

All of Mata School's teachers are highly qualified. K-8 professional development needs are determined by Learning walks, teacher observation, and teacher survey. Currently, professional development focus is to have all teachers increase their efficacy by focusing on Teacher Clarity as described in the book *The Teacher Clarity Playbook*. Twice monthly teachers collaborate with their grade level teams for 3 hours per month. Designated faculty meetings provide time for teachers to meet vertically for 1 hour a month.

It would benefit teachers if we are able to offer more PD in scaffolding strategies as well as AVID and PLC training this year for staff that are new to AVID and PLC strategies.

## Staffing and Professional Development Strengths

The Instructional Leadership Team decided to create an Instructional Framework to align Mata School's Instructional activities/ techniques with best practices across grade levels. At the 9/9/21 meeting, the team decided to create an Instructional Framework Handbook.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Students have unfinished learning and need supports in organizing work for success. **Root Cause/Why:** Teachers need to be able to receive full staff development so that AVID WICOR strategies can be successfully implemented to meet the needs of all students.

**Needs Statement 2 (Prioritized):** In the PLUS survey conducted at the end of the school year, over 52% of the questions regarding the Mata school climate survey received a "warning" tag that shows that students do not feel safe at their school nor do they have positive relationships with the staff on site. **Root Cause/Why:** Staff need to have PD on how to meet the needs of our students who are not feeling safe on campus. PD on relationship development with students is needed to help improve the climate of the school

**Needs Statement 3 (Prioritized):** Most grade levels struggle with the correct protocols of the PLC process. **Root Cause/Why:** Some staff attended the PLC Conferences given several years ago, but due to the transition from Tyler to Mata, not all teachers are PLC trained. PD will need to be given to the whole staff as a refresher, and to all new teachers who did not have the opportunity to attend a PLC conference or training.

**Needs Statement 4 (Prioritized):** Professional development opportunities were limited in the 2021-22 school year which stalled the development of AVID and PLC practices, as well as staff capacity to provide scaffolded and differentiated instruction. **Root Cause/Why:** Lack of access to in person PD and opportunities to collaborate and monitor implementation of strategies. No instructional coach available for on going support and modeling. Illness and missed work time due to COVID related reasons.

# Teaching and Learning

## Teaching and Learning Summary

Flora Arca Mata is in the early development stages of Professional Learning Community implementation. The current instructional program is under refinement to establish uniform instructional commitments and practices, sound collaborative methods, and high learning expectations, and reciprocal accountability.

A small portion of Mata staff have received AVID training and the site is beginning the process of becoming an AVID site.

Classroom observations demonstrate all teachers at Mata deliver CCSS aligned, district adopted CORE curriculum, administer district diagnostic assessments, and adhere to the recommended instructional minute schedule for ELA, Math, and ELD.

All student groups receive access to SBE-adopted instructional materials and online resources. Intervention programs and services are provided for underperforming students and those who have experienced learning loss.

A district provided instructional coach was not available to Flora Arca Mata staff during the 2021-22 school year.

The iReady Diagnostic Summary revealed 152 students performed two or more grade levels below grade level in ELA. About 65% of the school population is below grade level in reading comprehension. There is a need for more focused site-wide initiatives and placement of targeted personnel/resources to support early literacy foundations and improve deficiencies in reading comprehension.

148 students performed two or more grade levels below on the iReady Math Diagnostic. Over 65% percent of students were below grade level in each of the math domains. Students experienced an equitable amount of learning loss in math as with ELA and need support resources to build foundational math and improve growth towards mathematics standards as well.

Only 17% of EL students met goals for improvement on ELPAC and 12 students were reclassified to English Fluent Proficient.

## Teaching and Learning Strengths

iReady Diagnostic Scores shows 40-50% of students in grades K-3 performed at or above grade level in ELA and 35-45% of K-3 performed at or above grade level in math.

Also, 55% of all students met their annual growth goals in iReady Diagnostics and 58% of all students met their growth target in math.

All teachers are implementing SBE adopted curriculum and resources.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Students did not receive fully scaffolded instruction. **Root Cause/Why:** Coaches were taken to fill classrooms in physical locations and on Virtual Academy. Teachers were not given enough opportunities for PD on scaffolding of learning for 2021-2022 due to lack of opportunities until late in the year. We were only able to discuss scaffolding in Math in February and March of 2022.

**Needs Statement 2 (Prioritized):** Students have unfinished learning due to many different factors including Distance Learning, COVID absences and a lack of substitutes to carry on with lesson plans **Root Cause/Why:** Distance Learning, COVID absences, lack of subs caused a need to blend classrooms for the day. Students did not participate fully in Distance Learning in 2020-2021. We will need to work on scaffolding the help alleviate the unfinished learning.

**Needs Statement 3 (Prioritized):** We were not fully able to hold meetings that provided staff development due to the loss of Instructional Coaches. **Root Cause/Why:** Nation wide shortage of teachers and substitute teachers.

**Needs Statement 4 (Prioritized):** Mata needs to add a Library Media Tech to assist with implementation of more focused site-wide initiatives and placement of targeted personnel/resources to support early literacy foundations and improve deficiencies in reading comprehension. **Root Cause/Why:** The iReady Diagnostic Summary revealed 152 students performed two or more grade levels below grade level in ELA. About 65% of the school population is below grade level in reading comprehension.

# Parental Engagement

## Parental Engagement Summary

Parent involvement is low at our site.

School Site Council Meetings and ELAC meetings were held during the school year.

Title 1 information was presented at the beginning of the school year.

Orientations were conducted virtually at the beginning of the school year.

## Parental Engagement Strengths

Parents are notified of School Site Council Meetings.

There is some active participation in the PTO.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** An office assistant is needed to focus solely on parent and community involvement. **Root Cause/Why:** The assistant will address parent concerns/questions, support coordinating visitors and volunteers, as well as provide information regarding additional district supports.

**Needs Statement 2 (Prioritized):** Parent and Community meetings need to be shared and offered. **Root Cause/Why:** An additional office assist will support increasing parent involvement in school wide events and activities and inform them of essential site initiatives, reports, emails, and other media. These communication efforts will also aids by composing letters, flyers, memoranda, recruiting for parent volunteers and committee members.

# School Culture and Climate

## School Culture and Climate Summary

Student climate surveys have been conducted through the Climate and Safety surveys for PLUS.

About 52% of responses from the Climate survey was posted as "warning" signals as students have responded to not feeling safe, not having positive relationships with adults on campus, and not being knowledgeable of correct protocols to behave in positive manners and to be able to report incidents to staff.

There was a constant decrease in attendance due to the pandemic and students not attending Virtual Academy.

PBIS was not strongly implemented by previous administration.

## School Culture and Climate Strengths

Staff is motivated to attend AVID and PBIS trainings that will help the climate and culture of the school.

Staff is motivated to create and implement PBIS lesson plans and procedures.

Over the summer, 6 teachers attended the AVID Summer Institute.

Two counselors will be on site to work with students, conduct small groups and teach lessons to help the transition from Distance Learning to being back at school physically.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Policies and Procedures need to be fully implemented school wide so that students know their expectations to maintain safety and order at school. **Root Cause/Why:** A PBIS team was not consistent on site. More PBIS training needs to be provided to staff, including parent volunteers and yard duty staff. PBIS lesson plans, policies and procedures need to be followed school wide.

**Needs Statement 2 (Prioritized):** In the school climate survey 53% of students did not know how to report a fight on campus, 52% feel unsafe at school, 50% feel that their voice matters. Students need to feel that they have positive relationships with adults on campus and need to feel that they are cared for. **Root Cause/Why:** Policies and procedures need to be followed and implemented school wide. Teachers and staff need to receive PD on how to develop strong, caring relationships with students.

**Needs Statement 3 (Prioritized):** Student behaviors in middle school were extreme this year with a lot of disrespect towards adults and each other on campus. Lack of social skills were displayed and encouraged by peers. **Root Cause/Why:** Students are struggling with how to deal with trauma and are having difficulty in dealing with their emotions causing inappropriate reaction to conflicts. Students lack the skills to handle conflict and emotional challenges and need more support in socializing and respectful behavior. Parental support and meetings are needed to support and correct social behaviors.

# 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

SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

## Goal 1.1

ELA: By EOY 2023, per iReady Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 47 students.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 5 students.

Math: By EOY 2023, per iReady Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 47 students.

## Identified Need

Students have unfinished learning and need supports in organizing work for success.

Most grade levels struggle with the correct protocols of the PLC process.

Professional development opportunities were limited in the 2021-22 school year which stalled the development of AVID and PLC practices, as well as staff capacity to provided scaffolded and differentiated instruction.

Students did not receive fully scaffolded instruction.

Mata needs to add a Library Media Tech to assist with implementation of more focused site-wide initiatives and placement of targeted personnel/resources to support early literacy foundations and improve deficiencies in reading comprehension.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students performing 2 or more grade levels below	ELA 152 students Math 148 students	ELA 105 students Math 101 students
Students reclassifying as Fluent English Proficient	12 RFEP students	17 RFEP students

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

K-3: Propose an 5.625 FTE Instructional Assistant to help provide small group and one-on-one support for students identified below grade level to support foundational needs. Focusing on flashcard interaction... one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math software. \$54,884 - Title I

Add Library Media Assistant Resource - Develop and improve early literacy instruction and programs, as well as support implementation of CORE Reading Curriculum to improve student achievement in ELA goals. Implement reading site initiatives/programs and promote integration of AVID strategies for critical reading and annotation to improve reading comprehension. \$65,806 - LCFF

All grades levels for targeted students, teacher additional comp to provide extended day/year support to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. Planning, collaboration, and articulation of PLC initiatives for effective implementation of PLC strategies to achieve school goals. PLC team will align efforts to deliver high quality instruction, improve student achievement, and build a positive school culture/climate that establishes high expectations through student empowerment, self-efficacy, growth mindset, and productive personal relationships.

12 teachers x 1.0 hours per week for 20 weeks x \$60.00 = about 15,000 - Title I

Counselor Additional Comp \$3000 2 counselors x 1.0 hours x 20 weeks = \$3000.

Instructional Assist additional comp \$3000.00



Teachers, administration, counselors and instructional coach will meet monthly to discuss data and strategies/activities that enhance student achievement, including AVID implementation. This team will review curriculum and effectiveness of current programs, and make suggestions or appropriate changes to increase student achievement. Utilize substitutes for student intervention to enhance student achievement. \$10,000 - Title 1

Instructional Materials/Supplies - Applicable supplemental instructional materials include planners, binders, pencil pouches, sheet protectors, dividers, spiral notebooks, novels/books, file folders, markers, highlighters, white boards, clip boards, dry-erase markers, sentence strip, manipulative, flashcards, games, and other applicable supplemental materials and supplies, copy paper, folders, folders with sleeves, pencils, construction paper, color printer, color printer ink, printer paper, printable sticker paper, post-it chart paper, copy paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post-it sticky notes, binder tab inserts, binders, 2 pocket folders, 1-0 x 13 and 5 x 7 envelopes, ball point pens, blue masking tape, file folders, fadeless butcher paper, glitter, electric pencil sharpeners, chalk markers, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet/dry markers. - \$16,410 - Title 1  
 Duplicating - \$2000.00 Title 1

Teachers will collaborate to develop a plan to address the achievement gap and plan lessons that front load curriculum. We have determined the need for supplemental instructional materials that will be needed throughout the PLC collaboration process. Examples of materials includes, but is not limited to whiteboards, pencils, whiteboard expo pens, notebooks, composition books, and paperback books, graph paper, index card, chart paper, poster pens, ball point/gel pens. We will also need to replace work out technology overused for distance learning such as projectors, doc cams, bulbs, laptops, student chromebooks, speakers, etc. -\$ 22,234 - LCFF

All grade levels will use Educational Technology to enhance instruction - Document Cameras, Projectors, supplemental project laptops to enhance and/or for student use, printers to enhance and/or for student use, and other audio/visual equipment to increase student engagement. Equipment: \$2,000 - LCFF

Teachers will use various equipment such as the laminator, copier, poster maker. Equipment/colored copier and toner needed for the teacher workroom. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. \$2,000 - LCFF  
 Purchase of colored copier for instructional materials for teacher workroom - \$9,000 - Title 1

0.5 Assistant Principal: Teachers and staff will be provided direct support from the 0.5 Assistant Principal with day to day needs in various capacities. The AP ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras (LCFF).  
 Technology- Core curriculum consists of varied multimedia materials that teachers will use during instruction and the AP supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports (LCFF).  
 ELD-monitor and discuss EL student progress with each teacher. 0.5 Assistant Principal develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the ELD curriculum will be maintained school wide. (LCFF)  
 Assessment- Coordinate and execute district and state mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, i-Ready. (LCFF)

Parent Meetings/Events- The AP will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and Math & Literacy Nights.  
 Data- Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The AP also supports the evaluation of the data to create SMART goals for teachers and students. (Title I)  
 Academic Conferences - The AP will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom.

**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)
\$54884	50643 - Title I
\$15000	50643 - Title I
\$22234	23030 - LCFF (Site)
\$9000	50643 - Title I
\$10000	50643 - Title I
\$16410	50643 - Title I
\$2000	23030 - LCFF (Site)
\$3000	50643 - Title I
\$3000	50643 - Title I

\$3000	50643 - Title I
\$2000	50643 - Title I
\$65806	23030 - LCFF (Site)

## Strategy/Activity 1.1.2

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

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

### Strategy/Activity

Book Study: Books

Teachers will participate in a book study on specific high impact instructional strategies with a significant effect size to be used within the classroom.

-Teacher Clarity - clear learning intentions and developing success criteria for students to determine their understanding of content.

-Teacher Credibility

Instructional Coach(es) - 2 @ .5 FTE Instructional Coach - Centralized Service: Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

Consultant to provide instructional strategies and supports to further support students identified as below grade 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)	Source(s)
\$undefined	50608 - Title I/ELA/Math Coach,InstSprtSu

## 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

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.

Instructional Materials/Supplies: \$1,000 - Title 1- \$1000.00

Instructional Materials/Supplies: \$1,000 - LCFF \$1000.00

PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8 with 4 elective opportunities in middle school, Robotics competitions, and SKILLS USA components. 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 material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1000	23030 - LCFF (Site)
\$1000	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

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.

Site change in leadership interfered with the process of completing a productive and comprehensive review/evaluation of prior year strategy and activity effectiveness.

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.

## LCAP Goal

### Goal 2: Safe and Healthy Learning Environments

SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

## Goal 2.1

### Absenteeism:

By June 30, 2023, chronic absenteeism for All Students will be below 20%.

By June 30, 2023, chronic absenteeism for African American students will be below 23%.

By June 30, 2023, chronic absenteeism for Students with Disabilities will be below 25%.

### Suspensions:

By June 30, 2023, the number of students referred for suspension will decrease by 25%

## Identified Need

Policies and Procedures need to be fully implemented school wide so that students know their expectations to maintain safety and order at school.

In the school climate survey 53% of students did not know how to report a fight on campus, 52% feel unsafe at school, 50% feel that their voice matters. Students need to feel that they have positive relationships with adults on campus and need to feel that they are cared for.

Student behaviors in middle school were extreme this year with a lot of disrespect towards adults and each other on campus. Lack of social skills were displayed and encouraged by peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Rate	All Students 49% African American 55% Students with Disabilities 53%	All Students 19% African American 22% Students with Disabilities 24%
Number of suspensions	31 suspensions	23 suspensions

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)

All Students

#### Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through implementation of the CHIEF/Restorative Practices, PBIS, and PLUS programs. Teachers integrate the CHIEF/Restorative Practice program throughout their lessons such as focusing on student attention characteristics and including resources/tools (e.g. planner, graphic organizers) to further the concept. \$1,000 for planners - LCFF

Social Emotional Learning professional learning to provide teachers. Teacher collaboration time with integration of skills/techniques into instruction. (If funding is available.)

#### Book Study: Books

Teachers will participate in a book study on specific high impact classroom management strategies with a significant effect size to be used within the virtual & physical classroom.

- Trauma Informed Teaching /Classroom Management

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1000	23030 - LCFF (Site)

## 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. Site change in leadership interfered with the process of completing a productive and comprehensive review/evaluation of prior year strategy and activity effectiveness.

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.

## LCAP Goal

### Goal 3: Meaningful Partnerships

Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

## Goal 3.1

### Parent Involvement:

By June 30, 2023, increase parent and community participation in activities by 30% as measured by sign in sheets and /or survey.

### Identified Need

Parent and Community meetings need to be shared and offered.

Policies and Procedures need to be fully implemented school wide so that students know their expectations to maintain safety and order at school.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parents participating in school events	10% participation	13% participation

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)

All Students

#### Strategy/Activity

Provide parents with support and resources through parent meetings/trainings that focus on improving student attendance to empower them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc. A classified employee will be of service to provide support for parent participation in meetings/trainings.

Action Teams for Partnerships (ATP) - participate in activities with the National Network of Partnership Schools to increase parent and community engagement.

Parent Meeting - \$1000: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Non-Instructional Materials - \$1,185: Materials for parents of targeted student groups such as Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused 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)	Source(s)
\$1000	50647 - Title I - Parent
\$1185	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. Site change in leadership interfered with the process of completing a productive and comprehensive review/evaluation of prior year strategy and activity effectiveness.

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	\$119479
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	\$211519

## 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	\$117294
50647 - Title I - Parent	\$2185
50608 - Title I/ELA/Math Coach,InstSprtSu	\$[Enter Amount here]

Subtotal of additional federal funds included for this school: \$119479

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)	\$92040
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$92040

Total of federal, state, and/or local funds for this school: \$211519