

# 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            |   |
|---|-----------------------------------|--|--------------------------------------|---|
| Los Paseos Elementary<br>Principal Debbie Stewart | 43695836095392                    | May 12, 2021                           | [Add Local Board Approval date here] |  |

## 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)

The Site plan covers the Schoolwide Program, Comprehensive Support and Improvement in Tier 1 Instruction, and Targeted Support and Improvement in Tier 2 and Tier 3 Instruction. The plan also addresses the Social Emotional Needs of Students and Parent Engagement.

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 School Plan for Student Achievement (SPSA), represents our school’s allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analyzed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome.

The SPSA continues to be organized under three goals aligned to the district’s LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure which encourages professional learning about program effectiveness in meeting common goals. These goals are:

**College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

**Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

**Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for up-and-coming learners).

Additional School level goals and priorities include a focus on three areas: increasing language arts proficiency, increasing math proficiency and increasing student engagement in a variety of experiences

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

This plan was created with input from members of the School Site Council, the English Learner Advisory Committee and the Home School and Community Club. These groups met on a monthly or near-monthly basis to review the components of the site plan and to solicit input from each group of stakeholders. The principal also met with teachers to discuss our plan and in particular how we will support learners at all levels to continue their growth to grade level proficiency and beyond grade level proficiency.

## Resource Inequities

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

**Los Paseos Staff** continue to collaborate and use a variety of strategies to best help all students become proficient readers and writers. Our students who are emerging bilinguals require time and language-rich experiences to develop their skills in two languages. In addition, students whose families are in the low SES category also show lower growth in standardized test scores overall. By supporting struggling readers and promoting early literacy, we will enable students to make significant progress toward language fluency which allows them full access to the rich curricular content of their education.

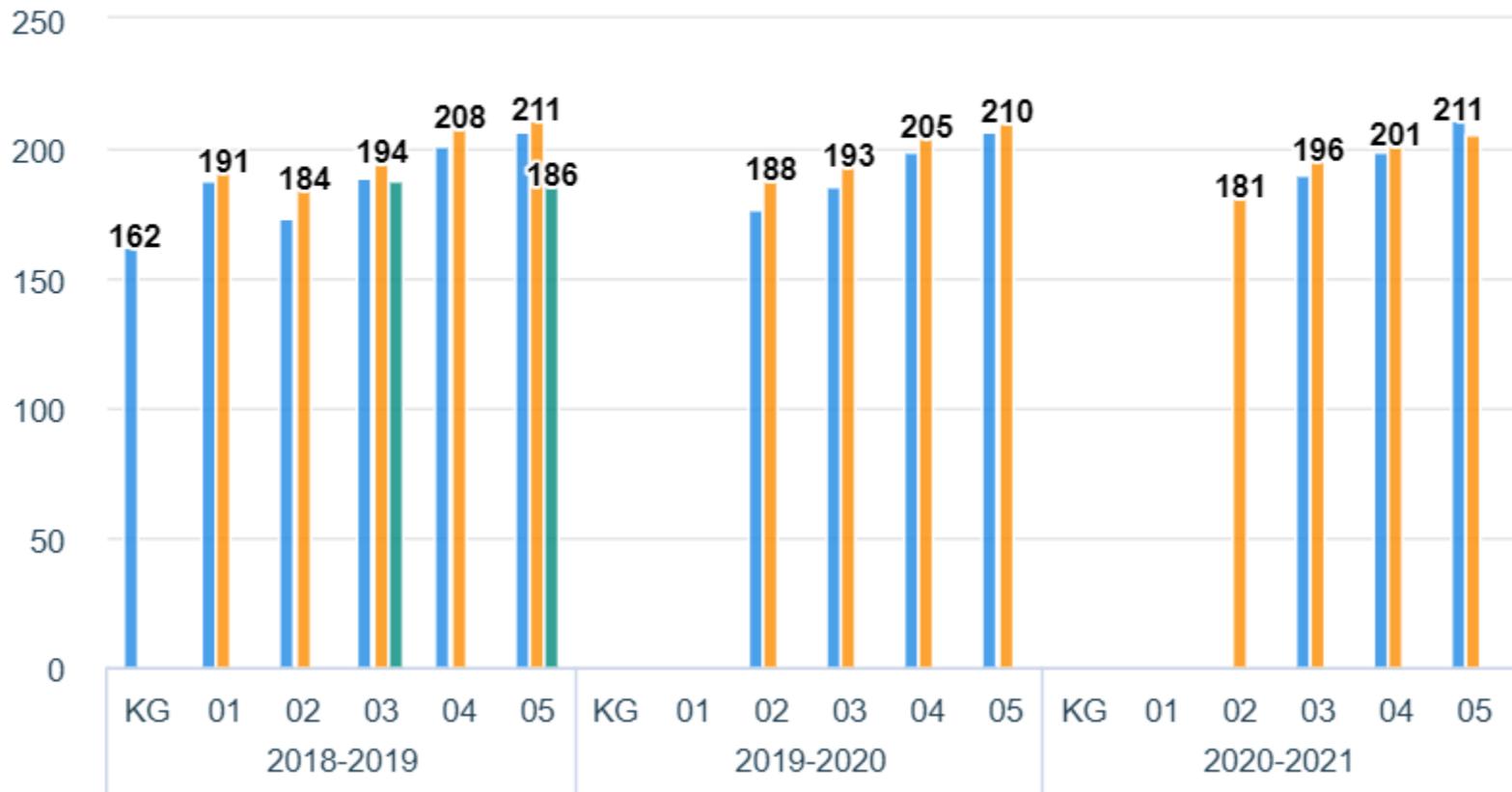
Second, Los Paseos will focus on professional development for language arts and math instruction. Evolving teaching practices will give students greater access to key concepts and develop their literacy skills and mathematical fluency. We see a need to improve reading proficiency for many students. According to our Fall 2020 Fountas & Pinnell Benchmark Reading Assessments, 27% of our students are meeting the grade level standard, while 60 % have nearly met the standard. We will focus on teaching those skills all readers need to develop proficiency. We continue to

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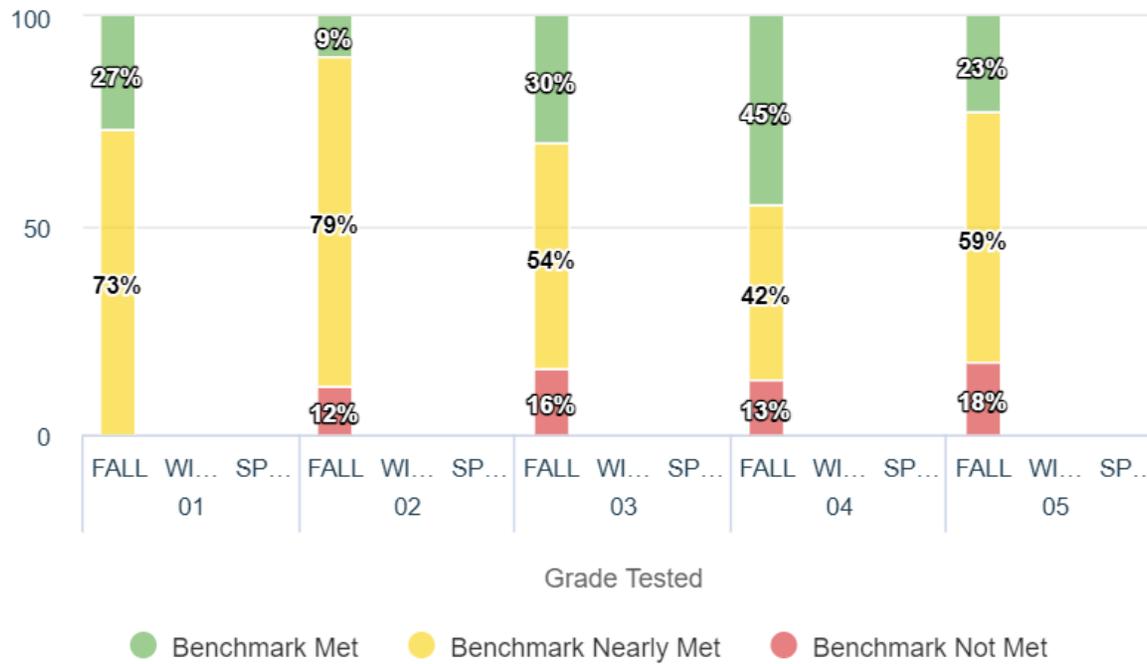
teach habits of successful learners and strong communication and collaboration skills. Developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from each other. Small group instruction also lowers the affective filter for English learners, low-income students, and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Expanding this practice in language arts and developing it in math will expand student opportunities to engage deeply with the core curriculum.

PBIS practices, student engagement, and family engagement opportunities will promote an inclusive environment. Los Paseos will offer continued opportunities for students to receive additional services such as social skills lessons and counseling. We will also promote opportunities to engage with our community partners such as the San Jose Public Library, our local karate studio, Hicklebee's Bookstore, the San Jose Police Department, Los Paseos Neighborhood Association, Discovery Services, Community Solutions, and the YMCA. Notably, our school will partner with The Tech Museum of San Jose as a Tech Academy School for 2020-21 and beyond. We have two teachers who are participating as fellows with the Tech Museum, in a partnership that began in summer 2019. Each of these community partners provide valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students.

# Student Average RIT Score - NWEA Reading



### Fountas & Pinnell/BAS: Performance by Grade - 2020-2021





# Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021  
 District: Morgan Hill Unified School District

Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Winter 2020 - Winter 2021  
 Weeks of Instruction: Start - 20 (Winter 2020)  
 End - 20 (Winter 2021)  
 Grouping: None  
 Small Group Display: No

## Los Paseos Elementary School

Language Arts: Reading

| Grade (Winter 2021) | Growth Count† | Comparison Periods |      |            |             |      |            | Growth Evaluated Against |                    |                   |                                 |                                      |                       |                      |                        |  |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
|                     |               | Winter 2020        |      |            | Winter 2021 |      |            | Growth                   |                    | Grade-Level Norms |                                 |                                      | Student Norms         |                      |                        |  |
|                     |               | Mean RIT           | SD   | Percentile | Mean RIT    | SD   | Percentile | Observed Growth          | Observed Growth SE | Projected Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| -1                  | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      | **                    |                      |                        |  |
| 0                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      | **                    |                      |                        |  |
| 1                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      | **                    |                      |                        |  |
| 2                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      | **                    |                      |                        |  |
| 3                   | 56            | 187.4              | 14.5 | 82         | 197.3       | 15.2 | 68         | 10                       | 1.2                | 12.1              | -1.31                           | 10                                   | 56                    | 25                   | 45                     | 41   |
| 4                   | 76            | 193.9              | 15.2 | 50         | 201.7       | 16.2 | 46         | 8                        | 1.1                | 8.7               | -0.65                           | 26                                   | 76                    | 40                   | 53                     | 53   |
| 5                   | 66            | 203.2              | 18.5 | 54         | 205.7       | 18.1 | 31         | 3                        | 1.2                | 6.9               | -3.00                           | 1                                    | 66                    | 24                   | 36                     | 27   |

### Language Arts: Reading



# Student Growth Summary Report

## Aggregate by School

**Term:** Winter 2020-2021  
**District:** Morgan Hill Unified School District

**Norms Reference Data:** 2020 Norms.  
**Growth Comparison Period:** Winter 2020 - Winter 2021  
**Weeks of Instruction:** Start - 20 (Winter 2020)  
 End - 20 (Winter 2021)

**Grouping:** None  
**Small Group Display:** No

### Los Paseos Elementary School

Math: Math K-12

| Grade (Winter 2021) | Growth Count† | Comparison Periods |      |            |             |      |            | Growth Evaluated Against |                    |                   |                                 |                                      |                       |                      |                        |  |  |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
|                     |               | Winter 2020        |      |            | Winter 2021 |      |            | Growth                   |                    | Grade-Level Norms |                                 |                                      | Student Norms         |                      |                        |  |  |
|                     |               | Mean RIT           | SD   | Percentile | Mean RIT    | SD   | Percentile | Observed Growth          | Observed Growth SE | Projected Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |  |
| -1                  | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      |                       | **                   |                        |  |  |
| 0                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      |                       | **                   |                        |  |  |
| 1                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      |                       | **                   |                        |  |  |
| 2                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      |                       | **                   |                        |  |  |
| 3                   | 59            | 189.8              | 17.0 | 83         | 194.1       | 12.3 | 37         | 4                        | 1.4                | 12.5              | -4.85                           | 1                                    | 59                    | 16                   | 27                     | 8  |  |
| 4                   | 78            | 194.0              | 13.7 | 36         | 200.7       | 15.3 | 22         | 7                        | 0.9                | 10.1              | -2.11                           | 2                                    | 78                    | 24                   | 31                     | 31   |  |
| 5                   | 67            | 201.6              | 15.3 | 26         | 204.8       | 14.8 | 10         | 3                        | 0.8                | 8.6               | -3.10                           | 1                                    | 67                    | 17                   | 25                     | 16   |  |

Math: Math K-12

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal 1

**College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

**Identified Need**

Our data indicates a continued need to concentrate on student achievement in English Language Arts and Mathematics across all groups, with an emphasis on meeting students at their current level and moving them forward with effective first instruction and tiered supports. Our local assessments from 19-20 show Los Paseos students rates of growth exceed or meet national rates of growth at most grade levels. This is true for both ELA and Math scores on the MAP tests. CAASPP Testing was not administered in 20-21 due to the Covid Pandemic.

**Annual Measurable Outcomes**

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome  |
|------------------|---|---|
| F&P READING      | <p>FALL 2020</p> <p>All students:<br/>27% met standard and 61% nearly met standard.<br/>88% have met or nearly met standard.</p> <p>Emerging bilingual students (ELL):<br/>14% met standard and 60% nearly met standard.<br/>74% have met or nearly met standard.</p> | Students who have not yet met benchmark standards will demonstrate accelerated growth (more than a year’s growth) from Fall 2021 to Spring 2022 as measured by the F&P assessments. |
| MAP ELA/Reading  | For Winter 2021, Los Paseos second graders scored within less than one point of the expected mean, third graders scored 4 points above the expected mean, 4th grade was 0.8 points below the expected mean and 5th grade was 3.4 points below the expected mean.      | Students will increase their mean scores in the range of 1 to 4 points depending on their grade level.  |
| MAP Math         | For Winter 2021, Los Paseos second graders scored within less than one point of the expected mean, third graders scored 2.1 points below the expected mean, 4th grade was 5.3 points below the expected mean, and 5th grade was 9.9 points below the expected mean.   | Students will increase their mean scores in the range of 1 to 10 points depending on their grade level.   |

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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

#### Goal 1 Action 1: Tier 1 Staff

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

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

All Students

##### Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Additional Yard Duty & Support Staff

##### 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.

| Goal 1 Action 1 Strategy/Activity | Amount(s) | Source(s) |
|-----------------------------------|-----------|-----------|
| Additional Yard Duty Supervisors  | \$5000    | Lottery   |
| Additional Yard Duty Supervisors  | \$2800    | LCFF      |
|                                   |           |           |
|                                   |           |           |

**Goal 1 Action 2: Tier 2-3 Staff**

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

**Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. Early Literacy Reading Support Teacher/Coach

**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.

| Goal 1 Action 2 Strategy/Activity            | Amount(s)                         | Source(s)                              |
|--|-----------------------------------|--|
| Early Literacy Reading Support Teacher/Coach | \$11,250 for 1st trimester        | LCFF                                   |
| Early Literacy Reading Support Teacher/Coach | \$22,500 for 2nd & 3rd Trimester* | *LCFF carryover anticipated from 20-21 |
|  |                                   |  |

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### **Goal 1 Action 3: Professional Development**

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

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

All Students

#### **Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. PD for Project GLAD Training and Collaborative Curriculum Development
2. Release time for teacher collaboration and PD using Cycles of Inquiry
3. Ongoing Professional Development around Positive Behavior Principles with Consultant Dan St. Romain

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**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.

| <b>Goal 1 Action 3 Strategy/Activity</b>    | <b>Amount(s)</b> | <b>Source(s)</b> |
|---|------------------|------------------|
| PD - GLAD Training                          | \$3200           | State Lottery    |
| PD - Collaborative Curriculum Design        | \$3200           | LCFF             |
| Dan St. Romain/Positive Behavior Principles | \$2000.          | State Lottery    |
|   |                  |                  |
|   |                  |                  |

**Goal 1 Action 4: Tier 1 Instructional Program**

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

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

All Students

**Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Online resources to support Core Curriculum
2. Provide materials for supplemental phonics/phonemic awareness 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.

| <b>Goal 1 Action 4 Strategy/Activity</b>                           | <b>Amount(s)</b> | <b>Source(s)</b> |
|--|------------------|------------------|
| <i>Online Resources to Support Core Curriculum</i>                 |                  |                  |
| Mystery Science  | \$1295           | LCFF             |
| Learning A to Z (RAZ Kids)   | \$1315           | LCFF             |
| SeeSaw   | \$1298           | LCFF             |
| 2. Units of Study in Phonics, Spelling & Word Study for grades K-2 | \$2400           | LCFF             |

## **Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports**

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### **Strategy/Activity**

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Student Study Team (SST) Coordinator will meet with families, teachers, and specialists to identify Tier 2 interventions for implementation
2. Substitutes for teacher release time for IEP and SST meetings.
3. Enrichment Coordinator
4. Release time for data analysis, long-term planning, and developing supports for students with exceptional needs
5. Additional reading materials for Guided Reading, Classroom Libraries, and LLI groups

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

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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.

| <b>Goal 1 Action 5 Strategy/Activity</b> | <b>Amount(s)</b> | <b>Source(s)</b>        |
|--|------------------|-------------------------|
| SST Coordinator                          | \$2054.53        | LCFF                    |
| IEP and SST Substitutes/Release Time     | \$2560           | State Lottery           |
| Enrichment Coordinator                   | \$2054.53        | Extended Day            |
| Release Time                             | TBD              | *carryover from 2020-21 |
| Reading Materials                        | \$7187.11        | LCFF                    |

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## **Goal 1 Action 6: Development of the School Plan**

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

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

All Students

### **Strategy/Activity**

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. Review and Revision of SPSA with all stakeholders
2. Review of School Safety Plan
3. Regular meetings with the SSC and ELAC members including a monthly update on goals in the SPSA and reports on local and state metrics on progress
4. Annual presentation of the R-30 report and progress on goals for English Learners. ELAC members develop its recommendations to the SSC for modifications to the next year's site plan
5. Annual update of the Site Safety Plan
6. Annual review of the Uniform Complaint Policy
7. Annual review and update of the Code of Conduct
8. Annual review of programs for stakeholders to see the actions of the site plan as they are manifest in the classrooms

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**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.

| <b>Goal 1 Action 6 Strategy/Activity</b>  | <b>Amount(s)</b> | <b>Source(s)</b> |
|---|------------------|------------------|
| No costs associated with these activities | n/a              |                  |
|   |                  |                  |

**Goal 1 Action 7: Basic Services and Supplies**

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

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

All Students

**Strategy/Activity**

Centralized funding for basic services provided through the District Level LCAP for reference include:

- 1. Facility maintenance and improvement projects
- 2. Transportation
- 3. Food Service
- 4. Maintenance and custodial costs
- 5. Furniture and Fixtures
- 6. Technology equipment

Programs and services funded in this School Plan include:

- 1. Teacher Supplies
- 2. Health Office Supplies
- 3. Office Supplies
- 4. Contracts/Purchases/Repairs/Toner
- 5. Communication & Postage

6. Technology Replacement and Repairs (including replacement of staff walkie-talkie radios)

**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.

| <b>Goal 1 Action 7 Strategy/Activity</b> | <b>Amount(s)</b> | <b>Source(s)</b>     |
|--|------------------|----------------------|
| Teacher Supplies                         | \$8780           | Unrestricted Lottery |
| Health Office Supplies                   | \$400            | Unrestricted Lottery |
| Office Supplies                          | \$5000           | Unrestricted Lottery |
| Contracts/Purchases/Repairs/Toner        | \$5336           | Unrestricted Lottery |
| Communication & Postage                  | \$1700           | Unrestricted Lottery |
| Technology Replacement & Repairs         | \$4129           | Unrestricted Lottery |

# Annual Review

## SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

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.

### Goal 1 ANALYSIS

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

Our site successfully continued with the use of a well-trained paraprofessional to provide reading intervention support using the Leveled Literacy Intervention (LLI) program. Furthermore, the district supported these efforts this year with an additional 1.0 FTE reading teacher who also used the LLI program to serve our striving readers. We added an additional credentialed teacher on a part time basis to support our youngest up-and-coming readers in developing phonemic awareness and phonics skills. We will continue to support our K-2 readers in this way in 21-22.

Because of the pandemic and distance learning, teachers had to shift their instructional practices. Teachers were able to participate in grade level and cross-grade-level collaboration around small group instruction in English Language Arts. Teachers quickly found ways to collaborate and adapt to distance learning with the pandemic and school closures. We anticipate continued collaboration and professional development around effectively teaching students, in person or virtually, when school fully reopens. We will continue this work in the coming year, specifically addressing those practices that can improve learning outcomes for all students. In the coming year, we will strive for 100% of students receiving regular small group instruction in ELA and math.

Our third and fourth grade students have an opportunity to “loop” with their teachers to the next grade level in the fall. This will allow these classes to strengthen the relationships they’ve built this year and start fourth and fifth grade with a solid classroom community. Looping has proven successful in improving student outcomes. We are excited to offer this opportunity as we return from distance learning. In Spring of 2020, we had one teacher who chose to loop with her class to the next grade level; this Spring we are pleased that four teachers have offered this option for the fall.

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

Because of the pandemic, we were not able to fully utilize the funds allotted for teacher release time or our Student Council stipend.

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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.

Our analysis indicates a continued focus on improving student achievement in core content areas. We will continue to work on schoolwide implementation of Tier 1 effective evidence-based instructional strategies, with a concentration in the coming year on Optimal Learning Environments for language arts instruction, math instruction, and integration of writing with content areas.

## Goal 2

**Parent Engagement** All parents are valued as partners in their child’s education and are empowered to support their child’s preparation for college or career readiness.

### Identified Need

Los Paseos will continue to foster parent engagement with an emphasis on authentic parent involvement, culturally responsive teaching, and opportunities to connect with school through family-friendly activities and parent workshops. We will ask parents what types of support they need from our school. We will share resources for parents to support their children’s learning and development.

### Annual Measurable Outcomes

| Expected   | Actual  | Goal                     |
|--|---|--------------------------|
| <p><b>Increase mass messaging communication rates:</b></p> <p>Phone contacts/enrollment: 84.6%</p> <p>Email contacts/enrollment 93.3%</p> <p>Phone success: 81.6%</p> <p>Email success: 96.3 %</p> | <p><b>New mass messaging communication rates:</b></p> <p>Phone contacts/enrollment: 100%</p> <p>Email contacts/enrollment 97.6%</p> <p>Phone success: 89%</p> <p>Email success: 96%</p> | <p>Close gap to 100%</p> |
| <p><b>Increase Parent monitoring rates</b></p> <p>Accessing Aeries: 67.4%</p> <p>Average Hits / student: 111</p>   | <p><b>Parent monitoring rates</b></p> <p>Accessing Aeries: 89.2%%</p> <p>Average Hits / student: 173</p>  | <p>Close gap to 100%</p> |

|   |   |  |
|---|---|--|
| <p><b>Increase Parent Volunteers</b></p> <p>Volunteers in database: 2471,<br/>507 added this year.</p>  | <p><b>New Parent Volunteers</b></p> <p>Volunteers in database: 3052,<br/>476 added this year.</p>   |  |
| <p><b>Improve Survey Results:<br/>Schools encourage decision making participation</b></p> <p>3.97 English 271 responded in English<br/>3.77 Spanish 11 responded in Spanish</p> | <p><b>New Survey Results:<br/>Schools encourage decision making participation</b></p> <p>3.82 English 388 responded in English<br/>3.88 Spanish 16 responded in Spanish</p> |  |
| <p><b>Improve Survey Results:<br/>Schools encourage parent volunteers</b></p> <p>3.97 English<br/>3.91 Spanish</p>  | <p><b>New Survey Results:<br/>Schools encourage parent volunteers</b></p> <p>3.90 English<br/>3.63 Spanish</p>  |  |
| <p><b>Improve Survey Results:<br/>Parents feel like valued partners</b></p> <p>3.87 English<br/>4.00 Spanish</p>  | <p><b>New Survey Results:<br/>Parents feel like valued partners</b></p> <p>3.68 English<br/>3.69 Spanish</p>  |  |
| <p><b>Improve Survey Results:<br/>Parents are Satisfied with 2-way communication</b></p> <p>3.88 English<br/>4.27 Spanish</p>   | <p><b>New Survey Results:<br/>Parents are Satisfied with 2-way communication</b></p> <p>3.80 English<br/>3.44 Spanish</p>   |  |
| <p><b>Improve Survey Results:<br/>Have access to adequate monitoring information</b></p> <p>3.79 English<br/>4.00 Spanish</p>   | <p><b>New Survey Results:<br/>Have access to adequate monitoring information</b></p> <p>3.83 English<br/>3.56 Spanish</p>   |  |

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|--|--|--|
| <b>Improve Survey Results:<br/>Our School is Safe</b><br>3.75 English<br>3.09 Spanish                              | <b>New Survey Results::<br/>Our School is Safe</b><br>3.59 English<br>3.00 Spanish                             |  |
| <b>Improve Survey Results:<br/>School values diversity</b><br>3.58 English<br>3.45 Spanish                         | <b>New Survey Results:<br/>School values diversity</b><br>3.84 English<br>3.25 Spanish                         |  |
| <b>Improve Survey Results:<br/>Our school meets Soc. Emot. needs of students</b><br>3.94 English<br>3.64 Spanish   | <b>New Survey Results:<br/>Our school meets Soc. Emot. needs of students</b><br>3.38 English<br>3.13 Spanish   |  |
| <b>Improve Survey Results:<br/>Our school has a Curriculum that is challenging</b><br>3.64 English<br>3.63 Spanish | <b>New Survey Results:<br/>Our school has a Curriculum that is challenging</b><br>3.39 English<br>3.29 Spanish |  |
| <b>Improve Survey Results:<br/>We are Satisfied with environment at our school</b><br>3.55 English<br>3.45 Spanish | <b>New Survey Results:<br/>We are Satisfied with environment at our school</b><br>3.44 English<br>3.25 Spanish |  |
| <b>Improve Survey Results:<br/>Parents encourage after school participation</b><br>4.29 English<br>4.09 Spanish    | <b>New Survey Results:<br/>Parents encourage after school participation</b><br>4.04 English<br>3.75 Spanish    |  |
| <b>Improve Survey Results:<br/>Parents have high awareness of programs</b><br>3.57 English<br>3.64 Spanish         | <b>New Survey Results:<br/>Parents have high awareness of programs</b><br>3.59 English<br>3.25 Spanish         |  |

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|--|--|--|
| <b>Improve Survey Results:</b><br><b>Our school has a good variety of extended activities that match student interests</b><br>3.29 English<br>3.55 Spanish | <b>New Survey Results:</b><br><b>Our school has a good variety of extended activities that match student interests</b><br>3.34 English<br>3.00 Spanish |  |
| <b>Improve Survey Results:</b><br><b>My child likes school</b><br>3.90 English<br>3.82 Spanish   | <b>New Survey Results:</b><br><b>My child likes school</b><br>3.78 English<br>3.50 Spanish   |  |
| <b>Improve Survey Results:</b><br><b>My child is safe at school</b><br>3.94 English<br>3.64 Spanish  | <b>New Survey Results:</b><br><b>My child is safe at school</b><br>3.80 English<br>3.31 Spanish  |  |

**Goal 2 Action 1: Tier 1 Parent Engagement Strategies**

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

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

All Students

**Strategy/Activity**

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Fingerprinting of Parent Volunteers
2. Childcare during parent workshops
3. Family Math & Science Nights

**Proposed Expenditures for this Strategy/Activity**

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

| <b>Goal 2 Action 1 Strategy/Activity</b> | <b>Amount(s)</b> | <b>Source(s)</b> |
|--|------------------|------------------|
| Fingerprinting                           | TBD              | State Lottery    |
| Babysitting for Parenting Classes        | \$144            | LCFF             |

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|                          |       |              |
|--------------------------|-------|--------------|
| Family Engagement Nights | \$672 | Extended Day |
|                          |       |              |

## Goal 2 Action 2: Tier 2 Parent Engagement Strategies

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Provide support to families for fostering improved reading and math skills through games and homework support at home
2. Subsidize Fingerprinting/Volunteer Badges to support student engagement and parent engagement activities (See action 1)
3. Offer support to families with non-academic needs by connecting them to the services of our community partners
4. Provide opportunities for families to get library cards and to become frequent users of the Morgan Hill Public Library
5. Provide information to parents and community through the site's website
6. Cal-SOAP supports (tutoring, homework assistance)

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**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.

| <b>Goal 2 Action 2 Strategy/Activity</b> | <b>Amount(s)</b> | <b>Source(s)</b> |
|--|------------------|------------------|
| Cal-SOAP Supports                        | \$380            | LCFF             |
|  |                  |                  |
|  |                  |                  |
|  |                  |                  |

# Annual Review

## SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

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.

### Goal 2 ANALYSIS

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

In 2019-20 we began a concerted effort to expand parent engagement in authentic and meaningful ways connected to student learning. We've formed a strong partnership with our Home and School Club, and together we are embracing the theme of "Building Community" to create the best experience for students and families.

Because of the pandemic, we were not able to utilize parent volunteers in the ways that we typically would, whether for weekly classroom support or for special theme days and field trips. In a typical year, it is not uncommon to see LP parents and caregivers supporting students in the classroom. 5th grade students participated in the Cal-SOAP I'm Going To College curriculum, although the pandemic forced cancellation of the culminating college campus field trip. When we return to in-person school, we will reinstate our popular offerings of parent engagement activities that in past years brought over 300 families to school for those events (Family Math Night, Back To School Night, Musical/Performing Arts Production). In addition, our offering of a musical theater performance was highly supported by parents of students from all subgroups.

We maintained our communication with parents and caregivers this year through a bi-monthly newsletter that was emailed to families each Monday. Every newsletter included upcoming school events and a Principal's message relevant to weekly happenings and school wide initiatives with helpful links for parents. We offered updates on safety measures and distance learning. Stakeholders expressed satisfaction with this method of communication. In addition, all teachers used SeeSaw or Google Classroom to communicate with families regularly.

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 the pandemic, budgeted dollars for in-person events were instead used for family communication platforms such as SeeSaw. We had 10 teachers utilize the SeeSaw platform and we saw upwards of 13,500 visits from parents to our SeeSaw class pages. Students used the platform to post student writing, videos, and other evidence of learning. Teachers who did not use SeeSaw opted for

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Google Classroom instead for parent communication. The use of these tools increased parent engagement during this challenging year. Based on teacher and parent feedback, we will continue to utilize these methods of communication and interaction with families and caregivers.

## Goal 3

**Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

### Identified Need

Continue to lower our rate of chronic absenteeism.

Ensure every student can identify at least one trusted adult on campus, in addition to their classroom teacher.

### Annual Measurable Outcomes

| Expected   | Actual   | Expected Outcome   |
|--|--|--|
| <p><b>Attendance Rates: (Improve to 96%)</b></p> <p>95.16% as of month 8</p>           | <p><b>Attendance Rates:</b></p> <p><b>Met</b></p> <p>96.69% (2019-20) as of month 5<br/>                     97.58% (2020-21) as of month 9</p>  | <p>Maintain attendance rate at 97% or higher</p>         |
| <p><b>Chronic Absenteeism (Improve to state avg. 11.1%)</b></p> <p>14.1% (2017-18)</p> | <p><b>Chronic Absenteeism (state average 12.0%)</b></p> <p><b>Met</b></p> <p>13.5% (2018-19) as of Month 8<br/>                     11.75% (2019-20) as of Month 8<br/>                     6.85% (2020-21) as of Month 8</p> <p>5.17% of LP students missing 10% or more school days in 2019-20</p> | <p>Maintain chronic absenteeism rate at 10% or lower</p> |

|   |  |  |
|---|--|--|
|   |  |  |
| <p><b>Suspension Rates (reduce below state average)</b></p> <p><b>2017-18</b><br/>                 District 4.2% State: 3.6% White: 3.0%<br/>                 Latino: 5.5%</p>  | <p><b>Suspension Rates Not Met</b></p> <p><b>2018-19</b><br/>                 LP: &lt;0.5% District 5.3% State: 3.6%<br/>                 White: 4.2% Latino: 6.6%</p> <p><b>2019-20</b><br/>                 LP: &lt;0.5% District 3.9% State 2.6%<br/>                 White: 2.8% Latino 4.9%</p> | <p>MET</p>   |
| <p><b>PBIS Implementation (deepen implementation status) 2018</b></p> <p>Cohort. 3: Study 100%<br/>                 Cohort. 2: 91% -in process ; Study: 32%<br/>                 Cohort. 1: 97% completed; 84% in process;<br/>                 Study 55%</p> | <p><b>PBIS Implementation 2020 Met</b></p> <p>Cohort. 3: training complete, implementation status 20%<br/>                 Cohort. 2: training complete, implementation status 55%<br/>                 Cohort. 1: training complete, Implementation status 80%</p>                                  | <p>Continue schoolwide use of PBIS and introduce Trauma-informed practices; All teachers will implement Positive Behavior Principles</p> |
| <p><b>Improve Survey Result: I feel safe at school (4 point rubric survey)</b></p> <p>Grades: K-2 3-5 6-8<br/>                 9-12<br/>                 Scores: 3.25 3.27 3.01<br/>                 3.03</p>   | <p><b>Survey Result: (Distance Learning) I feel safe at school (4 point rubric survey)</b></p> <p>Grades: K-2 3-5 6-8<br/>                 9-12<br/>                 Scores: 3.8 3.45 3.24<br/>                 3.30</p>   | <p>Increase survey ratings in all areas to 3.75 or higher for students in grades K-5</p>   |
| <p><b>Improve Survey Result: I have a trusted staff member connection.</b></p> <p>Grades: K-2 3-5 6-8<br/>                 9-12<br/>                 Scores: 3.55 3.35 2.96<br/>                 2.86</p>   | <p><b>Survey Result: (Distance Learning) I have a trusted staff member connection.</b></p> <p>Grades: K-2 3-5 6-8<br/>                 9-12</p>  | <p>Increase survey ratings in all areas to 3.75 or higher for students in grades K-5</p>   |

|   |  |   |
|---|--|---|
|   | Scores: 2.53      3.24      2.65<br>2.53   |   |
| <b>Improve Survey Result:<br/>I feel safe at home</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.79      3.73      3.72<br>3.49                | <b>Survey Result:                      (Distance Learning)</b><br><b>I feel safe at home</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.6      3.79      3.78<br>3.78                 | Increase survey ratings in all areas to 3.75 or higher for students in grades K-5 |
| <b>Improve Survey Result:<br/>I participate in school activities</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 2.80      2.80      2.49<br>2.13 | <b>Survey Result:                      (Distance Learning)</b><br><b>I participate in school activities</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.0      3.19      2.82<br>2.74  | Increase survey ratings in all areas to 3.75 or higher for students in grades K-5 |
| <b>Improve Survey Result:<br/>I am happy (4) or sad (1)</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.5      3.32      3.31<br>3.19           | <b>Survey Result:                      (Distance Learning)</b><br><b>I am happy (4) or sad (1)</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.6      3.18      2.90<br>2.80           | Increase survey ratings in all areas to 3.75 or higher for students in grades K-5 |
| <b>Improve Survey Result:<br/>I am proud to be part of my school</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.30      3.32      2.93<br>2.75 | <b>Survey Result:                      (Distance Learning)</b><br><b>I am proud to be part of my school</b><br>Grades: K-2      3-5      6-8<br>9-12<br>Scores: 3.00      3.15      2.86<br>2.85 | Increase survey ratings in all areas to 3.75 or higher for students in grades K-5 |

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|---|--|--|
|   |  |  |
| <p><b>Improve Survey Result:</b><br/> <b>My school is outstanding (4) or not good (1)</b><br/>           Grades: K-2            3-5            6-8<br/>           9-12<br/>           Scores: 3.5            3.14            2.66<br/>           2.68</p> | <p><b>Survey Result:</b>                    <b>(Distance</b><br/> <b>Learning)</b><br/> <b>My school is outstanding (4) or not good (1)</b><br/>           Grades: K-2            3-5            6-8<br/>           9-12<br/>           Scores: 3.00            3.40            2.98<br/>           2.87</p> | <p>Increase survey ratings in all areas to 3.75 or higher for students in grades K-5</p> |

### **Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate**

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

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

All Students

#### **Strategy/Activity**

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. Implementation of PBIS Supports (We will work to keep a low suspension rate through a positive school climate including an SEL component and Positive Behavior Principles training for all staff.)
2. PBIS Stipend
3. Safety Patrol Stipend

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**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.

| <b>Goal 3 Action 1 Strategy/Activity</b> | <b>Amount(s)</b> | <b>Source(s)</b> |
|--|------------------|------------------|
| Implementation of PBIS Supports          | \$800            | LCFF             |
| Safety Patrol Stipend                    | \$2054.53        | LCFF             |
| PBIS Stipend                             | \$2054.53        | LCFF             |
|  |                  |                  |

### **Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate**

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

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

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

#### **Strategy/Activity**

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

- 1.. Structured Recess and PE Activities, incorporating Social Skills and Conflict Resolution lessons (Kidz to Pros or similar)
2. Extended Day Math & Reading Supports
3. Extended Day Visual and Performing Arts integrating ELA
4. Dance and Choral Music Instruction

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**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.

| <b>Goal 3 Action 2 Strategy/Activity</b>      | <b>Amount(s)</b> | <b>Source(s)</b>     |
|---|------------------|----------------------|
| Structured Recess/PE/Conflict Resolution      | \$13,000         | Carryover from 20-21 |
| Extended Day Math, Reading                    | \$20,000         | Extended Day         |
| Starting Arts, Visual/Performing Arts Program | \$15,000         | Extended Day         |
| Dance Instruction                             | \$3630           | LCFF                 |
| Music Instruction                             | TBD              | LCFF                 |

# Annual Review

**SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.**

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.

## Goal 3 ANALYSIS

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

Los Paseos prides itself on being a neighborhood community school. PBIS practices, student engagement, and family engagement opportunities promote an inclusive environment. We offer opportunities for students to receive additional services such as social skills classes and counseling, as well as fun opportunities to engage with our community partners such as the Santa Clara County Library, San Jose Museum of Art, the Morgan Hill Police Department, Ernie Reyes' Martial Arts, Discovery Services, Rebekah's Community Services, the YMCA and Santa Clara County Public Health. Each of these partners provides valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students. Despite the modifications to our schedules due to the pandemic, we continued to connect students to services and opportunities. We couldn't go to the library so we brought the bookmobile to school. Teachers coordinated materials pickup days and family meet-ups to help students connect outside of school. Social skills classes and counseling were offered virtually.

Los Paseos believes that students are more engaged when they have the opportunity to shape and promote the school standards and activities available to them in their classes and during their free time. Our Student Council usually teaches the PBIS standards and highlights our schoolwide monthly character traits. The pandemic prevented us from having the grade levels take a standard/trait and teach about it at our monthly assemblies presented to the whole school. Students will teach the standards along with safety tips when school resumes in person.

We continued to offer our popular after school programs this year, although they looked slightly different via Zoom. We were able to have weekly music, an improv class, student newspaper club, reading club, and Imagineers/STEAM club. All clubs happened virtually and were open to a variety of grade levels. We look forward to providing these opportunities for students in person as soon as we can safely do so.

Teachers adapted to the virtual world and held Spirit Days, and continued positive reward programs with students choosing their rewards. Rewards included virtual lunch with the teacher, homework passes, pajama day, Zoom check-ins with the principal, bringing your stuffed animal to class, and more.

The principal, the community liaison, and many of the teachers made home visits to help students stay connected to school. As we opened pilot classes and eventually the whole school to those who were willing to return to in-person instruction, all hands were on

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deck to welcome students. The community liaison, the attendance clerk, the health clerk, paraprofessionals, support teachers, and the principal greeted all students every morning as we took temperatures and escorted children to class. Our yard duty supervisors were each assigned a particular student cohort to supervise each day. This enabled yard duties to learn student names, teach them games, and build those relationships that we know are so important for our students. This year, we added a Preschool Special Day Class for the youngest learners. We are all getting to know them well so they have numerous trusted adults to attend to their needs.

We distributed hot spots for approximately 75 students (roughly 15% of our population) whose families are without access to stable internet. There were still a number of families that continued to have internet issues. Underperforming students demonstrate extreme absenteeism rates as well as our lowest achievement scores. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 2); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

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

Los Paseos did not exceed or underspend allocations for goal #3. What is allocated and budgeted remains cost neutral for the upcoming 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.

Due to the pandemic and school closures, we did not have a need for our school Safety Patrol stipend. Yard duty supervision hours were limited to the period from April 12 through June 4. We did not incur any PBIS expenses as we did not have additional PBIS training this year. Rather, we maintained the existing PBIS framework and adjusted for distance learning. Our focus during the school closure was to build connections and empathetic relationships with students and families. This was successfully done through home visits, phone calls, texts and other communication apps. We also offered 1:1 check-ins and small group supports during Zoom office hours. Next year, we expect to maintain a similar level of communication with families to encourage engagement and foster home/school partnerships. Educating families on the importance of attendance and its direct correlation with academic achievement and student success will be one of our highest priorities. Most families observed the learning process this year, and we intend to continue to build on this foundation as we return to in person instruction next year. Ensuring that Los Paseos is a safe and nurturing environment in which every student feels connected, encouraged, and valued will be accomplished through implementing PBIS, restorative justice, and Positive Behavior Principles.

# 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 | \$0          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$139,278.78 |

## Other Federal, State, and Local Funds

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 (\$) |
|-------------------------|-----------------|
| Unrestricted Lottery    | \$61,375        |
| LCFF                    | \$42,903.78     |
| Extended Day            | \$35,000        |

Subtotal of state or local funds included for this school: \$139,278.78

Total of federal, state, and/or local funds for this school: \$139,278.78

# 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: 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.

[Stakeholder Involvement](#)

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

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[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](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at [TITLEI@cde.ca.gov](mailto: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](mailto: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.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders 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

ZOO tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder 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 describe the process used to develop, in partnership with stakeholders, the CSI 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

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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*

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*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 Stakeholder 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](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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 (Stakeholder 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 stakeholders (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 (Stakeholder 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/>

Developed by the California Department of Education, January 2019