

School Year: **2020-21**



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
LEAD Elementary School	41690396044804	June 11, 2019	August 22, 2019

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

SPSA Stakeholder involvement is provided through a number of methods including but not limited to: student surveys and interviews, parent-family surveys, interviews, and monthly Principal Chats, and staff feedback on a weekly basis through staff meetings, Principal Office Hours, and feedback forms. Students and families also share feedback in daily meetings, PTA events and meetings, School Site Council meetings, and English Language Advisory meetings. The current summary of results show that over 90% of our students are actively engaged in daily distance learning and over 98% of our families are more than satisfied with the level on instruction teachers are provided during distance learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations (in a non COVID-19 school year) occur daily by the principal on a rotating schedule to observe all classrooms at least twice per month. These observations include walkthroughs, visitor tours, casual visits to watch student learning, and formal observations for evaluative purposes. In the beginning of the school year 75% of teachers were accessing all of the adopted curriculum daily for the established minutes for instruction, in addition to time for small group instruction. Now, 95% of the observations show that teachers are accessing all of the adopted curriculum daily.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are used by all teachers for all students. Teachers maintain engagement with using assessments as an instructional tool. Assessments include ELPAC, administration of ELPAC in Distance Learning, curriculum-embedded assessments, End of Unit Missions in Zearn Math, end of unit assessments in Benchmark Advanced, district literacy assessments. We are currently waiting on an accurate summary of findings considering we are still in distance learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is monitored by focusing on access for all students. Areas to monitor include student engagement and daily attendance, CARE Team meetings (weekly with teacher referral process for tiered intervention), Student Success Team (SST) process, disciplinary referrals, counseling referrals, a tiered-approach specifically for most vulnerable students (Tier 2 and 3). During distance learning, the numbers of students getting online for school daily is a strong measure for engagement as well as Zearn Math for use of time and tracking assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meeting requirements for highly qualified staff is at 100 percent for our school.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers attend Professional Development monthly as a district and weekly as a school site. In addition we have team meetings for CSI Core Planning, Instructional Leadership Team, District-level trainings, attendance meetings, and our own site-based LEADership Teams for Student Achievement, Student Wellness, Family Engagement, and Safety Procedures. This year we also have staff attending monthly site-based professional development for Diversity, Equity, and Inclusion (DEI) with highly trained outside facilitators.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development that teachers have received is aligned to the standards and the results of current assessments performed in the current and preceding school year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers comes from both district and site-based Teachers on Special Assignment (Language and Literacy, Math and Science, and Student Support), from our Instructional Leadership Team, and from paraeducators, in addition to local volunteers and reading buddies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade levels meet to collaborate every Wednesday afternoon in addition to daily planning time.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Site uses School Board-adopted curriculum curated for Distance Learning, along with ST Math, BrainPOP ESL, Epic, Raz-Kids Plus, Benchmark ELD, and Leveled Literacy Intervention.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We are following District-provided pacing calendars for minutes to meet and exceed recommended guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing Guides from district for ELA/ELD, Math, and Science. Teachers are following and planning in grade level teams regularly.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Site has enough materials for all students, provide monthly materials distribution dates for all grades, while serving approximately 50 students participating in learning hubs to access materials online.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Site has 100 percent of staff using the materials provided.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Regular program enables students to meet standards through on-site distance learning hubs (Tier 3 intervention), intervention and small groups (both classroom teacher and ToSA supported), and Tiers 2 and 3 supports through our counselors and student support staff. During distance learning, all students have access to Tier 1 universal supports.

Evidence-based educational practices to raise student achievement

Student achievement is to be raised by using State-adopted curriculum, MTSS framework to serve students, ongoing professional learning for all staff, and increased work in Diversity, Equity, and Inclusion (DEI).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources for families include a site Community Services Specialist, support through Community Works, and a site-StarVista counselor in addition to our school counselor. All support staff do daily checking and support of students especially during Distance Learning. Resources are shared and provided by ToSA support and small groups, school CARE Team, the Principal weekly Newsletter with resources, and our school website. Our school also partners with Samaritan House, San Mateo Police Activities League, YMCA, and Boys and Girls Club to support families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All Title 1 and Title 4 (ConApp) school strategies are created and shared within several school leadership groups including School Site Council and English Language Advisory Committee (meet monthly), school LEADership Teams (meet monthly), PTA Executive Board (meets monthly), and CSI Core Planning Team (meets every two weeks). All teams are responsible for the planning, implementation, and evaluation of our school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services including professional learning for staff, facilitators for DEI and ELD, small group instruction strategies, and families engagement activities.

Fiscal support (EPC)

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

Input from stakeholders occurred through the Instructional Leadership Team, staff meetings, and parent and community input meetings. Meetings occurred on April 24th, May 7th, and May 8th respectively. We had over 40 community members participate in the community input and feedback night. We had over 20 Spanish speaking families (ELAC) participate in our feedback session as well.

Feedback for each stakeholder group looked similar. Our Instructional Leadership Team first looked at overall data and created data statements. Our staff was able to participate in first looking at the data, identifying root causes, and then giving suggestions and input around what to start, stop, continue, and new ideas to support the data based on our students and community needs.

Approval was sought at the site council and ELAC meetings at the end of the school year.

School and Student Performance Data

Data Indicators and Targets

LEAD Elementary School								
Literacy								
Summative Indicators								
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	-34 points below standard	-53 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-53 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)		8 point rise	-18.9 point decrease	No	8 point rise
SED "Average Points Above Standard"	-42.8 points below standard	-66.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	-66.8 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)		15 point rise	-24 point decrease	No	15 point rise
EL "Average Points Above Standard"	-52.9 points below standard	-74.1 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-21.2 point decrease	No	15 point rise
SwD "Average Points Above Standard"	-97.3 points below standard	-121.2 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-23.9 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	-57.3 points below standard	-65.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-65.6 points below	No	10 points above
5th Grade "Average Points Above Standard"	-11.2 points below standard	-44.6 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-44.6 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)		N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)		Pending	Pending	Pending	Pending
Leading Indicators								
	Baseline [Fall 2018]	Final Assessment [Spring 2019]	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	28. % Met	No	65 % Met
Galileo	28. % Met Standard	28. % Met Standard	GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	36% Met Growth	No	80 % Met Growth
			GROWTH (PROGRESS EXPECTED)		80 % Met Growth	48% Met Growth	No	80 % Met Growth
	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester	STATUS (EXPECTED LEVEL TO BE ATTAINED)		65 % Met	54% Met	No	65 % Met
F&P	53% Met Standard	54% Met Standard	GROWTH (PROGRESS EXPECTED)		80 % Met Growth	48% Met Growth	No	80 % Met Growth

Mathematics								
Summative Indicators								
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target	
Overall "Average Points Above Standard"	-32.8 points below standard	-57.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-57.5 points below	No	10 points above
			GROWTH (PROGRESS EXPECTED)		5 point rise	-24.8 point decrease	No	5 point rise
SED "Average Points Above Standard"	-37.4 points below standard	-68.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		0 points above	-68.5 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)		15 point rise	-31.1 point decrease	No	15 point rise
EL "Average Points Above Standard"	-54.5 points below standard	-78.7 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-24.3 point decrease	No	15 point rise
SWD "Average Points Above Standard"	-97.6 points below standard	-125.7 points below standard	GROWTH (PROGRESS EXPECTED)		15 point rise	-28.1 point decrease	No	15 point rise
3rd Grade "Average Points Above Standard"	-30.2 points below standard	-55.8 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-55.8 points below	No	10 points above
5th Grade "Average Points Above Standard"	-24.3 points below standard	-72.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		10 points above	-72.5 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)		N/A	N/A	N/A	N/A
Leading Indicators								
	Baseline [Fall 2018]	Final Assessment [Spring 2019]						
Galileo	17% Met Standard	19% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)		60 % Met	19% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)		80 % Met Growth	33% Met Growth	No	80 % Met Growth

Data Statements: Strength

1. Reading Specialists are seeing growth in Response to Intervention groups by using LLI kits and literacy strategies.

Data Statements: Challenges

2. LEAD staff need to develop methods to strengthen the school-to-home relationship to enhance academic support.
Targets need to be set and established by teachers to know where students need to go and how they will reach their goals.
Program implementation of curriculum needs to be consistent across all grade levels.

Why are we getting these results?

3. There have not been clearly established goals for academic achievement across the school.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Data Statement: Strengths

Data Statement: Challenges

Why are we getting these results?

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Common Core State Standards in English Language Arts/Literacy.

Goal 1

By June 2021, 50% of students will grow 2 to 3 levels on Benchmark Oral Reading Fluency Assessment. Increase student achievement in language and literacy, as measured by CAASPP, ELPAC, and local reading assessments.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Strengths: Teachers continue to learn about a balanced literacy approach supported by Benchmark Advance curriculum when delivering instruction in ELA and ELD.

Challenges: Inconsistent use of curriculum and delivery of interventions as well as lack of targets and goals for student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	52.2 points below/62.6 points below	10 points above proficient
SBAC ALL Students Growth	10.3 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	66 points below/83.5 points below	0 points above proficient
SBAC SED Students Growth	17.4 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	9.9 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	21.2 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	65.6 point decrease/65.8 point decrease	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 5th Grade Students Status	44.6 point decrease/77.6 point decrease	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient
Elementary: F&P All Students Status	53% met standard/54% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	48% met change	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	N/A	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

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 & Supporting Actions 1

Strategy

Teachers will support all students to make progress in literacy by implementing Common Core standards, using the district-adopted Benchmark curriculum through whole group and small group lessons every school day.

Students to be Served by this Strategy

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

All Students

Data meetings to engage in team inquiry.	Subs and teacher timecards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,000.00
Language & Literacy Teacher on Special Assignment (ToSA) will work with classroom teachers to support Tier 1 and Tier 2 instruction.	1.0 FTE Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	178,706.00

Provide para-educator for Kindergarten support of small group instruction.	6.0 hours classified personnel	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	44479.00
Benchmark Advanced training for all teachers.	No additional cost to site	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	0
Language & Literacy Teacher on Special Assignment (ToSA) will work with classroom teachers to support Tier 1 and Tier 2 instruction.	1.0 FTE Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries Site Title I	178,706.00
Teachers assess students using Fountas & Pinnell reading assessment.	Subs and teacher timecards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	2,000.00
Teachers receive professional development in guided reading strategies for small groups from Teachers College at Columbia University	Travel conference (ESSA/CSI Funding)	5800: Professional/Consulting Services And Operating Expenditures Other	40000.00
Staff meetings and Instructional Leadership Team meetings focus on vertical alignment across grade levels in ELA.	No additional cost to site		

Strategy & Supporting Actions 2

Strategy

Teachers teach English Language Development standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons at least four times per week and are supported with professional development.

Students to be Served by this Strategy

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

English Learner Students will specifically be served by this strategy as well as All Students.

Every student receives designated ELD lessons at least four times per week.	No additional cost to site		0
ToSA's prepare schedules and work with teachers to support students in the taking of ELPAC.	No additional cost to site		0
Professional development for all classroom teachers and specialists on how to maximize the supplemental Benchmark Curriculum and online Benchmark Universe.	Professional Facilitation (ESSA/CSI Funding)	5800: Professional/Consulting Services And Operating Expenditures Other	5500.00

Professional development topics include Integrated and Designated ELD assessments, and data collection.			
Leveled Literacy Intervention Kits to support low achieving readers and English Learners.	LLI Kit from Heinemann (ESSA/CSI Funding)	4000-4999: Books And Supplies Other	5000.00
Professional Development in Diversity, Equity, and Inclusion (DEI) for all certificated staff monthly (10 meetings total).	Professional Facilitation (ESSA/CSI Funding)	5800: Professional/Consulting Services And Operating Expenditures Other	10000.00
Extended Hours for all staff attending DEI sessions and planning for such meetings.	Extended Hours (ESSA/CSI Funding)	1000-1999: Certificated Personnel Salaries Other	12200.00

Strategy & Supporting Actions 3

Strategy

Teachers teach both ELA and ELD lessons effectively through distance learning.

Students to be Served by this Strategy

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

All Students

Teachers develop plans and support for monitoring and accessing student progress through distance learning platforms.	No additional cost to site		0
Tuesday staff meeting time and monthly Wednesday meetings used for professional development.	No additional cost to site		
Provide opportunities for teachers to collaborate and be coached in effective online teaching strategies.	No additional cost to site		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Common Core State Standards in Mathematics.

Goal 2

Increase student achievement in mathematics as measured by CAASPP, Galileo, and local math assessments. Grades 1-5: By the end of Trimester 2, 75% of students will complete a minimum 3 lessons and/or 120 minutes a week. TK/K: 90% of students will show growth on grade level chosen assessments between trimesters 1 and 2.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Strengths: The staff is committed to seeing changes in student performance in math and working with the Envision curriculum.

Challenges: All student groups are below proficiency and declining in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	57.4 points below/63.6 points below standard	10 points above proficient
SBAC ALL Students Growth	6.2 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	68.4 points below/82.9 points below standard	0 points above proficient
SBAC SED Students Growth	14.4 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	10.8 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	10.6 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	55.8 point decrease/49.6 point decrease	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC 5th Grade Students Status	72.5 point decrease/98.7 point decrease	10 points above proficient
SBAC 8th Grade Students Status	N/A	10 points above proficient

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 & Supporting Actions 1

Strategy

Teachers teach Math standards within the district adopted curricula through whole group and small group lessons every school day.

Students to be Served by this Strategy

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

All Students

Teachers collaborate and look at formative math assessments to plan instruction using the adopted district Envision math curriculum.	No additional cost to site.		
Professional development is spent on enhancing the use of Envision as well as Counting Collections and various supplemental math programs.	No additional cost to site.		
Staff meetings and Instructional Leadership Team meetings focus on vertical alignment across grade levels in Math.	No additional cost to site.		

Strategy & Supporting Actions 2

Strategy

Teachers receive continual support and coaching in teaching and differentiating math and science California Common Core State Standards.

Students to be Served by this Strategy

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

All Students

District Math ToSA will work with teams of teachers using a lesson study model.	No additional cost to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
Math and Science Teacher on Special Assignment (ToSA) will work with classroom teachers to support Tier 1 and Tier 2 instruction.	1.0 FTE Math and Science ToSA	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	199584.00
Tuesday staff meetings and professional development opportunities focus on the Shifts in Math which include Math Talks.	No additional cost to site.		
Teachers will receive professional learning dedicated to math strategies and further implementation of Zearn Math and ST Math programs.	Professional Learning (CSI/ESSA funds)	1000-1999: Certificated Personnel Salaries Other	6100.00

Strategy & Supporting Actions 3

Strategy

Teachers teach math lessons effectively through distance learning.

Students to be Served by this Strategy

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

All Students

Teachers develop plans and support monitoring and accessing student progress through distance learning platforms.	No additional cost to site.	Other	
Tuesday staff meeting time is used for professional development.	No additional cost to site.		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy choices and in building healthy relationships.

Goal 3

Students strengthen and develop social and emotional learning skills throughout all grade levels.

Identified Need

Develop clear and consistent expectations for students and school-wide Positive Behavioral Interventions and Supports (PBIS).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 & Supporting Actions 1

Strategy

All students receive Social Emotional Learning (SEL) curriculum from trained personnel on campus.

Students to be Served by this Strategy

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

All Students

Counselor will provide, model, and deliver Mindfulness and Second Step lessons in classrooms and support small group and individual counseling on a daily basis.	1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries Other	100,214.00
Teachers use Tuesday staff meeting time and professional development	No additional cost to site.		

opportunities to learn about SEL practices.			
Teachers receive continual training and professional development in the Responsive Classroom approach.	Responsive Classroom program costs	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Teachers receive continual training and professional development in the Restorative Practices.	Subs and Facilitators	5800: Professional/Consulting Services And Operating Expenditures Site Title I	3,000.00

Strategy & Supporting Actions 2

Strategy

Provide targeted support to students who have experienced trauma and/or displaying at-risk behaviors.

Students to be Served by this Strategy

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

Identified Students

Counselor works with identified students through CARE Team referral process to meet individual and small group needs.	See cost for Counselor above in Strategy & Supporting Action 1		
Staff receives trauma training and supports to increase knowledge, support, and awareness for students with trauma-based needs.	No additional cost to site.		

Strategy & Supporting Actions 3

Strategy

School Community receives training and consistency in PBIS and SEL strategies and practices.

Students to be Served by this Strategy

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

All Students

PBIS language around school wide-expectations continues to be implemented with integrity to support Tier 1 and Tier 2 intervention led by Student Support Teacher on Special Assignment.	0.8 FTE Student Support ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	100,000.00
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<p>Student Support ToSA will help coordinate with Soul Shoppe (Elevate Empathy Plus package) for classroom, recess, and lunch time support for students on campus.</p>	<p>Soul Shoppe program costs</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Site Title I</p>	<p>19,925.00</p>
<p>Playworks continues to implement Onsite Coaches, Consultative Support, and Staff Training for safe and healthy structures during recess.</p>	<p>Playworks program costs</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title IV</p>	<p>20,000.00</p>

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Engage families in the academic achievement and social emotional growth of their children.

Goal 4

Strengthen school-to-home communications, integrate family assets into school services, and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Identified Need

Increase family involvement and engagement with school both inside and outside of the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 & Supporting Actions 1

Strategy

Teachers communicate regularly with families to address needs for students at home and at school.

Students to be Served by this Strategy

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

All Students

Plan and align protocol for Student Progress Meetings in Grade Level Teams. Teacher have time to prep for Student Progress Meetings on Wednesdays after school.	No additional costs to site.		
Attendance and Community Outreach liaison continues to support our Spanish	2.0 hours per day for community outreach staff	2000-2999: Classified Personnel Salaries Site Title I	16,103.00

speaking families and overall student population.			
Principal and Teachers coordinate and facilitate traditional school-home events such as Back to School Night, Open House, and Parent-Teacher Conferences. Principal, Teachers, and Staff make plans for virtual meetings, if needed to accommodate distance learning.	No additional costs to site.		

Strategy & Supporting Actions 2

Strategy

Teachers and Staff create and monitor opportunities for families to engage in school events and programs.

Students to be Served by this Strategy

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

All Students

Community Services Specialist will represent and support family needs on CARE Team as well as all family engagement events, i.e. Back to School Night, Principal Chats, Parent-Teacher Conferences, and social activities.	1.0 FTE Community Services Specialist	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	60,000.00
Provide child care and translation support for all family events.	Childcare and promotional materials	5000-5999: Services And Other Operating Expenditures Site Title I	4,734.00
English Language Advisory Committee meetings will occur at least four times throughout the year with a specific focus in supporting children as English Learners at home and in school.	No additional cost to site.		
Family Engagement Leadership Team will continue to create opportunities for families to actively participate in their child's learning.	No additional cost to site.		

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,009,251.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title IV	\$20,000.00

Subtotal of additional federal funds included for this school: \$20,000.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District LCFF Supplemental C	\$100,000.00
Other	\$179,014.00
Site LCFF Supplemental A	\$487,769.00
Site Title I	\$222,468.00

Subtotal of state or local funds included for this school: \$989,251.00

Total of federal, state, and/or local funds for this school: \$1,009,251.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District LCFF Supplemental C	100,000.00
Other	179,014.00
Site LCFF Supplemental A	487,769.00
Site Title I	222,468.00
Title IV	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	780,510.00
2000-2999: Classified Personnel Salaries	120,582.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	4,734.00
5800: Professional/Consulting Services And Operating Expenditures	98,425.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District LCFF Supplemental C	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	District LCFF Supplemental C	0.00

1000-1999: Certificated Personnel Salaries	Other	118,514.00
4000-4999: Books And Supplies	Other	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	55,500.00
1000-1999: Certificated Personnel Salaries	Site LCFF Supplemental A	383,290.00
2000-2999: Classified Personnel Salaries	Site LCFF Supplemental A	104,479.00
1000-1999: Certificated Personnel Salaries	Site Title I	178,706.00
2000-2999: Classified Personnel Salaries	Site Title I	16,103.00
5000-5999: Services And Other Operating Expenditures	Site Title I	4,734.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title I	22,925.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	479,591.00
Goal 2	205,684.00
Goal 3	243,139.00
Goal 4	80,837.00

School Site Council Membership

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

- Chad Slife School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Chad Slife	Principal
Lorry Morales	Parent or Community Member
Kirsten Jones	Parent or Community Member
Danielle Paine	Classroom Teacher
Andrea Quinn	Classroom Teacher
Elisabeth Hawkins	Classroom Teacher
Denora Smith	Other School Staff
Marissa Bravo	Parent or Community Member
Nicola Cadenas	Parent or Community Member
Rianna Martin-Garcia	Parent or Community Member
Erin Wilson	Parent or Community Member
Rosie Rivera	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

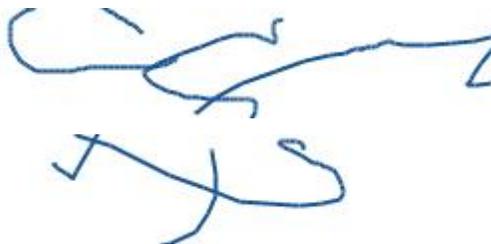
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: School Site Council Members

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/27/2021.

Attested:



Principal, Chad Slife on 01/27/2021

SSC Chairperson, Denora Smith on 01/27/2021