

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	February 2, 2022	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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 Site Plan for Student Achievement describes the strategies and actions Lead Elementary School will implement in the 2021-22 school year, as aligned with the the San Mateo Foster City School District's 2021-22 Local Control Accountability Plan (LCAP) and the ESSA requirements as a School-wide Title 1 Program and a Comprehensive Support & Improvement (CSI) program. Based on needs assessment conducted with Lead's staff and education partners, this SPSA describes school-wide reform strategies and actions to ensure student mastery in four goal areas: Goal 1

Language and Literacy; Goal 2 Mathematics; Goal 3 Student Wellness; and Goal 4 Family Engagement. It describes the use of site and central resources (Supplemental, Title 1, Title 4, CSI, and local funds), allocated to the school through the district LCAP. As a school-wide program, the funding from these different resources are consolidated and applied to key strategies as one flexible pool of funds, supporting activities across the four goal areas of the SPSA. This has enabled the school to design a single, comprehensive SPSA focused on strengthening the entire academic and wellness program at Lead.

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, community interviews, weekly Principal email newsletters, monthly Principal Chats, and staff feedback on a weekly basis through staff meetings, Principal Office Hours, and community feedback forms. Students and families also share feedback in daily meetings, PTA events and meetings, School Site Council meetings, and English Language Advisory meetings.

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 regularly 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 85% 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 using 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, curriculum-embedded assessments, End of Unit Missions in Zearn Math, end of unit assessments in Benchmark Advanced, district literacy and math assessments. Results of ELPAC and literacy assessments are used to provide Designated ELD and targeted intervention supports to identified students. Results of district math assessments are used to identify lowest performing students and place them in 4-week-long Math Boost interventions to accelerate their Math 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).

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 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 Anti-Bias and Anti-Racist (AB/AR) practices 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, 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.

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 learning (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.

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 AB/AR.

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. 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), PTA Executive Board (meets monthly), and weekly staff meetings. 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 AB/AR 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 October 6, November 3, January 5, and February 2.

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 School Site Council and ELAC meetings.

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 2022, 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.

Strengths: On the 2020-21 CAASPP, 5th grade students showed improvement over the last (3rd grade) CAASPP performance in 2018-19 on the English Language Arts portion. Those students meeting or exceeding standards increased by 6 percentage points. Those students not meeting standards decreased by 2.5 percentage points.

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

Challenges: On the 2020-21 CAASPP, 59.39% of students did not meet standard on the English Language Arts portion.

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	3,000.00
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		Site Supplemental	
2 Language & Literacy Teachers on Special Assignment (ToSA) will work with classroom teachers to support Tier 1 and Tier 2 instruction.	1.5 FTE Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries Site Supplemental	180,000
2 Language & Literacy Teachers on Special Assignment (ToSA) will work with classroom teachers to support Tier 1 and Tier 2 instruction.	0.5 Language and Literacy ToSA	1000-1999: Certificated Personnel Salaries Title I	90,000
Benchmark Advanced training for all teachers.	No additional cost to site because central resources		
Provide para-educator for Kindergarten support of small group instruction.	6.0 hours classified personnel	2000-2999: Classified Personnel Salaries Site Supplemental	44,346
Teachers assess students using Fountas & Pinnell reading assessment.	Subs and teacher timecards	1000-1999: Certificated Personnel Salaries Site Supplemental	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	3,000
Staff meetings and Instructional Leadership Team meetings focus on vertical alignment across grade levels in ELA.	No additional cost to site		
Purchase Benchmark "Authentic Voices" culturally responsive supplementary reading materials	Instructional Materials	4000-4999: Books And Supplies Title I	12,500
Purchase Scholastic News subscriptions	Instructional materials	4000-4999: Books And Supplies Title I	1000

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 development topics include Integrated and Designated ELD assessments, and data collection.	Professional Facilitation (ESSA/CSI Funding)	5800: Professional/Consulting Services And Operating Expenditures Other	5,500
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	5,000
Professional Development in Anti-Bias and Anti-Racist (AB/AR) practices for all certificated staff monthly (10 meetings total).	Professional Facilitation (ESSA/CSI Funding)	5800: Professional/Consulting Services And Operating Expenditures Other	25,000
AB/AR professional learning conferences and staff extended hours for attending AB/AR sessions	Extended Hours (ESSA/CSI Funding)	None Specified Other	10,000
Purchase AB/AR supplementary instructional materials and professional learning resources	Digital and print materials and resources (ESSA/CSI Funding)	4000-4999: Books And Supplies Other	3,000
ELD professional learning	Teacher extra time (ESSA/CSI Funding)	1000-1999: Certificated Personnel Salaries Other	6,100
Purchase of Lexia Core 5 Online Program	Unlimited Site Subscription of Core 5	5000-5999: Services And Other Operating Expenditures Other	33,600

Strategy & Supporting Actions 3

Strategy

Teachers provide both ELA and ELD lessons through online, distance learning platforms to students who need short term independent studies, due to the COVID pandemic.

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 providing effective online lessons	No additional cost to site		

Strategy & Supporting Actions 4

Strategy

Implement Comprehensive Support and Improvement (CSI) strategies across content areas

Students to be Served by this Strategy

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

All Students

Convene CSI Planning Team to design, coordinate, and monitor CSI actions	Staff extra time (ESSA/CSI Funding)	None Specified Other	6,100
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Strategy & Supporting Actions 5

Strategy

Implement extended day acceleration strategies to support academically struggling students, as indicated on by CAASPP, ELPAC, and local reading/math assessments.

Students to be Served by this Strategy

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

Low-performing students

Implement "Literacy Lessons" Tier 2 intervention sessions before and after school	Teacher extra time	1000-1999: Certificated Personnel Salaries Title I	8,000
Implement CSI Acceleration Program after school activities	Teacher extra time (ESSA/CSI funding)	1000-1999: Certificated Personnel Salaries Other	20,000
Implement CSI Acceleration Program after school activities	Program materials and supplies (ESSA/CSI funding)	4000-4999: Books And Supplies Other	6,000
Implement Tier 2 intervention supports with The Right Approach LLC	Contract (ESSA/CSI funding)	5000-5999: Services And Other Operating Expenditures Other	30,000

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 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 Zearn and ST Math curriculum.

Challenges: All student groups are below proficiency and declining in mathematics. On the 2020-21 CAASPP, 59.09% of students did not meet standard on the Math portion.

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 Zearn and ST Math math curriculum.

No additional cost to site.

Professional development is spent on enhancing the use of Zearn 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.		
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 Supplemental	107,982
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
Professional learning materials and resources	Books and materials (CSI/ESSA funds)	4000-4999: Books And Supplies Other	2,000
Silicon Valley Math consultant services	Consultant (CSI/ESSA funds)	5000-5999: Services And Other Operating Expenditures Other	5,000

Strategy & Supporting Actions 3

Strategy

Teachers teach math lessons effectively through online, distance learning platforms to students who need short term independent studies, due to the COVID pandemic.

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).

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 Measure V	147,573
Teachers use Tuesday staff meeting time and professional development opportunities to learn about SEL practices.	No additional cost to site.		
Teachers receive continual training and professional development in the	Responsive Classroom program costs. No cost to site		

Responsive Classroom approach.			
Teachers receive continual training and professional development in the Restorative Practices and PBIS.	Subs and Facilitators	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	3,000.00
Purchase SEL and AB/AR materials for trauma-informed practices	Books and instructional materials	4000-4999: Books And Supplies Title I	1,400
Student Wellness Team attends facilitated trauma-informed professional development sessions with UCSF HEARTS program.	No additional cost to site.		

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	0.8 FTE Student Support ToSA	1000-1999: Certificated Personnel Salaries Site Supplemental	114,688
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1 and Tier 2 intervention led by Student Support Teacher on Special Assignment.			
Playworks continues to implement Onsite Coaches, Consultative Support, and Staff Training for safe and healthy structures during recess.	Playworks program costs	5800: Professional/Consulting Services And Operating Expenditures Title IV	14,600
Playworks continues to implement Onsite Coaches, Consultative Support, and Staff Training for safe and healthy structures during recess.	Playworks program costs	5800: Professional/Consulting Services And Operating Expenditures Title I	23,000
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.	Added 0.2 FTE Student Support ToSA	1000-1999: Certificated Personnel Salaries Title I	23,000

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.

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 speaking families and overall student population.	2.0 hours per day for community outreach staff	2000-2999: Classified Personnel Salaries Title I	16,103.00
Principal and Teachers coordinate and facilitate	No additional costs to site.		

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.			
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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 Supplemental	105,133
Provide child care and translation support for all family events.	Childcare and promotional materials	5000-5999: Services And Other Operating Expenditures Title I	4,894
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.		
Family engagement activities, related to Comprehensive Support and Improvement strategies in Goals 1 and 2	Staff extra time (ESSA/CSI funding)	1000-1999: Certificated Personnel Salaries Other	4,000
Family engagement activities, related to Comprehensive Support and	Materials and supplies (ESSA/CSI funding)	5000-5999: Services And Other Operating Expenditures Other	5,000

Improvement strategies in Goals 1 and 2			
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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	\$1,077,619.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$179,897.00
Title IV	\$14,600.00

Subtotal of additional federal funds included for this school: \$194,497.00

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
Measure V	\$147,573.00
Other	\$175,400.00
Site Supplemental	\$560,149.00

Subtotal of state or local funds included for this school: \$883,122.00

Total of federal, state, and/or local funds for this school: \$1,077,619.00

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
Measure V	147,573.00
Other	175,400.00
Site Supplemental	560,149.00
Title I	179,897.00
Title IV	14,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	712,443.00
2000-2999: Classified Personnel Salaries	165,582.00
4000-4999: Books And Supplies	30,900.00
5000-5999: Services And Other Operating Expenditures	78,494.00
5800: Professional/Consulting Services And Operating Expenditures	74,100.00
None Specified	16,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Measure V	147,573.00

1000-1999: Certificated Personnel Salaries	Other	36,200.00
4000-4999: Books And Supplies	Other	16,000.00
5000-5999: Services And Other Operating Expenditures	Other	73,600.00
5800: Professional/Consulting Services And Operating Expenditures	Other	33,500.00
None Specified	Other	16,100.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	407,670.00
2000-2999: Classified Personnel Salaries	Site Supplemental	149,479.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	121,000.00
2000-2999: Classified Personnel Salaries	Title I	16,103.00
4000-4999: Books And Supplies	Title I	14,900.00
5000-5999: Services And Other Operating Expenditures	Title I	4,894.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	14,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	494,146.00
Goal 2	121,082.00
Goal 3	327,261.00
Goal 4	135,130.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 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
Laura Long	Parent or Community Member
Amy De Lima	Parent or Community Member
Karla Santizo	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 02/02/2022.

Attested:

 	Principal, Chad Slife on 02/02/2022
	SSC Chairperson, Karla Santizo on 02/02/2022