

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
Creekside Oaks Elementary School	31669516098610	October 22, 2020	November 3, 2020

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

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.

The school's plan is to use a MTSS approach to have every student succeed. To support the majority of the students on campus we are investing in the teachers by supporting best practices for first instruction. First instruction (Tier 1) is supported through different programs to build the capacity of our teaching staff. This includes AVID trainings and implementing AVID Elementary, math instruction through the TESS model, math alignment and data cycles, supplementary curriculum to increase the rigor and depth of our teaching materials, ELD training, teacher collaborations through the PLC and TLC process, and iReady to level and group students based on their academic needs. For tier 2 academic support we use the SST process to monitor students and add supports. This includes using aide supports at all grade levels to create intervention and extension groups, teacher tutoring, accommodations and scaffolds to assignments, extended time, differentiation if needed, EL language support through designated, integrated, and extended day teaching, and an after school homework club. For tier 3 academics we offer services through our district's Special Education program.

For behavioral supports at the Tier 1 level we are a PBIS school that implements positive supports to motivate school behaviors. We are a bucket filling school that looks at ways to build community through the YDI process. For tier 2 behavior supports we offer group counseling through Wellness Together and the school psychologist, staff mentoring and ghost mentoring, lunch groups, check-in and check out, recovery, and guided breaks.

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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).

Based on the latest survey information, there is a general sense of satisfaction for the performance of Creekside Oaks. Parents feel welcome, that their children are receiving a good education, and that we are creating a positive learning environment. Areas that show room for improvement are related to students treating each other kindly, continued gains and improvements in academic achievement, updating school safety, supporting EL students in closing the achievement gap, upgrading the technology on campus, how to best support special need students in their least restrictive environment, and working with the PTO to bring back a sense of community in the organization.

Classroom Observations

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

The school principal observes teachers both formally and informally on a regular basis with a goal of 10 informal classroom walkthroughs each week. With the distance learning model, the principal visits Google Classrooms and observes live interactions between teacher and students. As the school shifts in in-person learning, the walkthroughs will happen in the school classroom. Teachers are formally evaluated every other year; however walkthroughs and informal visits are common. Probationary teachers are formally observed three times each year, permanent teachers are formally observed at least once every other year. During observations, the principal checks for teaching effectiveness and student engagement. Reminders are given to staff through observation forms or during staff meetings if there are some research-proven, high-leverage strategies that some teachers are not being observed in the classroom. This feedback is provided through drop-in forms and meetings with the teachers after classroom visits.

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)

Grade level teams work as Professional Learning Communities to analyze state, district, and grade level student assessment data and provide intervention to those students that need additional support. Other assessments include:

- Illuminate (Student Data Management System) provides teachers a way to analyze student scores and their progress on assessments to determine the types of interventions needed.
- iReady provides another way to analyze student scores and offers interventions appropriate to their skill level.
- PLCs are creating common assessments (some through the Illuminate system).
- Ready common core, handwriting without tears, and site word programs.
- ESGI
- AVID Elementary
- TESS Math

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

Teachers utilize data from assessments to make decisions on intervention and enrichment groups so that students can receive the targeted instruction necessary to address their needs. This data analysis allows teachers to pinpoint specific skill deficiencies that students have. The ISPs work with grade level teams to assist with small group interventions and support students with learning loss or deficiencies. The groups are dynamic and flexible and change throughout the year based on need. This year, the interventions may take place both in-person and through Google Meets.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members of Creekside Oaks meet the requirements for Highly Qualified status.

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

There are sufficiently credentialed teachers and they have received the necessary professional development to effectively utilize the district adopted and state approved instructional materials.

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

All staff development opportunities are aligned with the district annual goals and professional development plan as well as that of the school site and the assessed needs of the student.

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

The Western Placer Unified School District provides four teachers on special assignment who are available to work with individuals and teams of teachers to develop more effective instructional programs through lesson studies, analysis of the standards, and through coaching and observation. Additionally, the district staff development plan is focused on improving the alignment of instruction to the common core standards. Analysis of assessment data also gives teachers a picture of what areas of need students have to improve their learning and how teachers can modify instruction to help those students improve. In addition, the principal meets regularly with grade level teams to support teachers and provide instructional assistance.

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

With COVID-19, the school schedule has been changed and PLC work takes place throughout the week based on grade level team schedules. Teachers collaborate to discuss effective teaching of the standards and of the analysis of student achievement data, identifying which students are in need of additional intervention, and which need additional learning through enrichment activities.

Teaching and Learning

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

- The report card is aligned to standards.
- Core subject areas, materials, instruction, and assessments are aligned with the current state standards.
- District adopted curriculum is used in language arts, math, science, social studies, and visual arts.
- Teachers use supplemental materials where needed for specific grade/subject areas.

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

Teachers develop weekly lesson plans as well as long-term plans. Those plans meet the instructional minutes in each curricular area. During COVID-19, the required minutes are: 180 minutes (kindergarten); 230 minutes (Grades 1-3); 240 minutes (Grades 4-5). This year parents were given the option of selecting a program: InterCONNECT, the district distance learning program, or In-Person learning from 8:30-12 p.m. for grades 1-5 and 8:20-11:40 for kindergarten. Teacher use a combination of attendance-taking (during live interaction) and engagement logs to account for the educational opportunities provided to students during distance learning. Although the PE minutes have been waived due to COVID-19, teachers still schedule time and encourage student participation in regular physical activity. Music and Science lessons are provided through the Google Classroom by district music and science teachers.

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

Grade levels in the Western Placer Unified School District have created district wide year long pacing guides for each member of a grade level to follow when teaching a subject. Creekside Oaks incorporates reading and math intervention opportunities to support students at all levels and abilities.

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

Teachers and students in both general education and special education have access to standards based textbooks and supplemental materials.

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

All materials adopted and used by district teachers meet the requirements of CDE.

Opportunity and Equal Educational Access

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

- Weekly Grade level (Professional Learning Communities) meetings are scheduled by grade level teams so teachers can evaluate student progress and determine proper interventions to provide additional support.
- Grade level teams provide universal access time where under performing students can receive instructional support.
- All English Learner students receive ELD instruction daily from a credentialed teacher (designated/integrated).
- Student Success Team (SST) meetings are held to assist students/parents with ideas and guidelines for assistance at home and at school. This is done through our MTSS team.
- AVID
- TESS

* district paid aide in Kindergarten to further support instruction

* Targeted intervention at all grade levels four days a week supported by ISPs

Evidence-based educational practices to raise student achievement

Teachers and staff had the opportunity to attend summer workshops in a variety of digital platforms to support distance learning due to the COVID-19 pandemic. Creekside Oaks is also implementing various practices to improve student achievement. One practice includes the use of Professional Learning Communities, where teachers meet weekly to collaborate on improving instruction and developing interventions to re-teach students that need additional support. Additionally, teachers have received some training through the use of checking for understanding, the explicit teaching of academic vocabulary, creating close reading lesson plans, and addressing needs of English Learners. Currently our ELA lesson designs include various strategies that help students learn and develop vocabulary through utilizing various types of graphic organizers. Teachers also provide opportunities for students to analyze text and find answers/information in that text as they are reading and preparing to write about. To continue to raise student achievement, teachers are being trained in brain based math (TESS model) and we are working on note taking, organizational skills, WICOR, Costa's level of questioning, and the growth mindset through AVID.

Parental Engagement

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

- S.T.A.R. day care program for academic, recreational and enrichment activities. Due to the pandemic, operation hours fluctuate with school schedule.
- C.A.R.E. After School Program for academic, recreational, and enrichment activities. Due to the pandemic, operation hours fluctuate with school schedule.
- MTSS approach is used to monitor students and provide academic and behavioral support as needed.
- Wellness Together student counseling is available for high need students.
- Social skills counseling is provided to students.
- Lighthouse Resource Center in the city of Lincoln services for family, parent, student counseling and guidance services.
- SST meetings to assess and assist student needs with faculty/parent input.
- Parent/teacher conferences.
- PCOE and WPUSD staff development.
- Special Education programs.
- Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.

* Use of Google Classroom to share resources, assignments and communication.

- Instructional assistants for academics as funds available.
- Library time scheduled for all students weekly.
- ELAC – meetings four times a year for parents of English Language Learners.

* Instructional Support Providers

- We have a bilingual parent/school/community liaison to help all families; she assists Spanish speaking families with school communication.
- After school tutoring/homework club is available as extra academic support.
- Parent training, adult education classes and PEN (Parent Engagement Nights) -- mostly on hold due to COVID-19
- An active school site council that meets monthly to better support the students and families of the school.

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)

The school leadership team, School Site Council and ELAC meet regularly to assist in the planning, implementation and evaluation of school programs that utilize Title 1 and/or LCFF funds. Other opportunities for involvement include: Parent Information nights, Parent Engagement team to help connect parents to the school, Latino Literacy Program, staff meetings, Parent Liaison, office PLC meetings, AVID meetings, YDI meeting, and School Safety Meetings.

Funding

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

4 six hour Intervention Support Providers provide reading and math intervention support for students that are under performing.

Fiscal support (EPC)

Fiscal support includes but is not limited to Title 1, supplemental and general fund dollars.

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

In order to create our SPSA input comes from different stakeholders. This includes the school's leadership team, the ELAC team, the school site council, classified staff meetings, certificated staff meetings, and alignment with LCAP goals. Each group is asked and looks at school/student needs through data checks and surveys. Once the plan is created different groups will look over the plan and the school site council approves it. ELAC met on September 29 and the School Site Council met on October 8 to discuss the SPSA and then again on October 22 to approve the SPSA.

Resource Inequities

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

Our school does not have a gym/multi-purpose room or space for school performances or assemblies. The cafeteria is very small and does not include a stage or indoor space where we can fit our entire school for an assembly or performance. This lack of space prohibits our students the opportunity to participate in activities like students at other schools in the district. In order to hold performances we have to request use at the community center next door and this requires an immense amount of set-up time. In addition, rainy or inclement weather days require students to spend recess in their classrooms rather than in a cafeteria or gym/multipurpose room.

School safety remains a priority on campus. Not all classrooms at Creekside Oaks have Columbine locks (the ability to lock the door from the inside). In the event of an emergency, it could be a challenge to lock doors because some teachers would have to open their door to lock them.

The COVID-19 pandemic has shown that access to reliable internet and technology is an inequity in the school community. In addition, there are visible differences in student supports at home. Some households do not have an adult staying at home to help students during distance learning. Also, some adults struggle with language and knowledge surrounding technology. We continue to do our best to support students and families impacted in this way.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
598	43.5	12.4	1.0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	12.4
Foster Youth	6	1.0
Socioeconomically Disadvantaged	260	43.5
Students with Disabilities	80	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	3.8
American Indian	2	0.3
Asian	12	2.0
Filipino	18	3.0
Hispanic	193	32.3
Two or More Races	29	4.8
Pacific Islander	3	0.5
White	306	51.2

Conclusions based on this data:

1. We have a diverse school, with this we have different groups with different needs.
2. This data has not been updated due to COVID-19.
3. We have a large % of students with some type of disability (13.4%) and socioeconomically disadvantaged (43.5%). These groups come with a wide range of needs and we need to look at ways to support them.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 510 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 510 849 535">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 510 1328 535">Yellow</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 709 368 735">Green</p>		

Conclusions based on this data:

1. Our academic performance has been solid in language arts. This is due to teachers working hard to build meaningful lessons and curriculum for students. We are using AVID, GLAD, anchor texts, iReady, and benchmark curriculum to support language arts.
2. Our suspension data is in the yellow, though we have had between 1-2% of our population suspended. We can continue to look for ways to not suspend students. This includes having meaningful intervention with students, positive interventions systems (PBIS), ghost mentoring and staff mentoring, behavior and mental health support, and restorative justice practices to help student behavior.
3. Our academic performance has been solid in math. We have developed common assessments and data cycles through TESS. We have supplemented the math curriculum by adding iReady math and ready common core math.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 14.2 points above standard Maintained ++2 points 264	<p>English Learners</p>  Yellow 8.3 points below standard Increased ++11.5 points 52	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 5.5 points below standard Increased ++3.6 points 127	<p>Students with Disabilities</p>  Yellow 24 points below standard Increased ++7.5 points 54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 points below standard Maintained ++1.9 points 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 22.6 points above standard Increased ++4.4 points 145

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
34.8 points below standard Increased Significantly ++19 points 35	46.4 points above standard Increased ++7.7 points 17	18.5 points above standard Declined -5.1 points 209

Conclusions based on this data:

- Our Current English Learners showed the greatest increase in language arts with a 19 point increase.
- All student groups maintained or increased their scores in English language arts.
- This data has not been updated due to COVID-19.

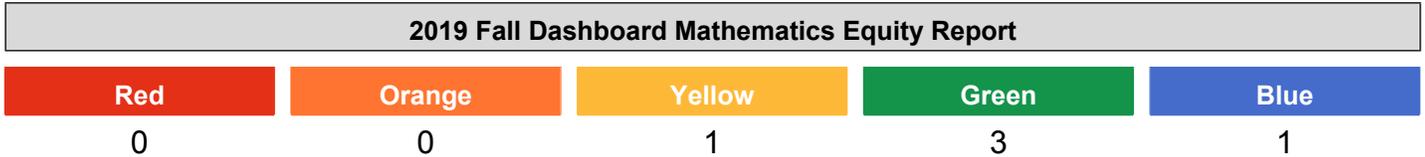
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.8 points above standard</p> <p>Increased ++12.2 points</p> <p>262</p>	<p>English Learners</p>  <p>Green</p> <p>21.9 points below standard</p> <p>Increased ++8.2 points</p> <p>52</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.1 points below standard</p> <p>Increased Significantly ++22.2 points</p> <p>127</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>33.5 points below standard</p> <p>Increased ++13.4 points</p> <p>53</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.7 points below standard Increased ++7.5 points 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 21.3 points above standard Increased Significantly ++18.3 points 144

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
40 points below standard Increased ++14.7 points 35	15.4 points above standard Increased ++4.1 points 17	15 points above standard Increased ++10.2 points 207

Conclusions based on this data:

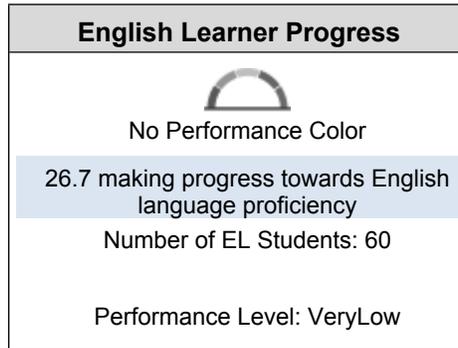
1. The biggest gains we saw were with our socially disadvantaged students, who increased significantly by 22.2 points.
2. We had gains in every student group.
3. This data has not been updated due to COVID-19.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.6	41.6	6.6	

Conclusions based on this data:

1. 26% of EL students are making progress toward proficiency.
2. 68% of students maintained or progressed one level.
3. This data has not been updated due to COVID-19.

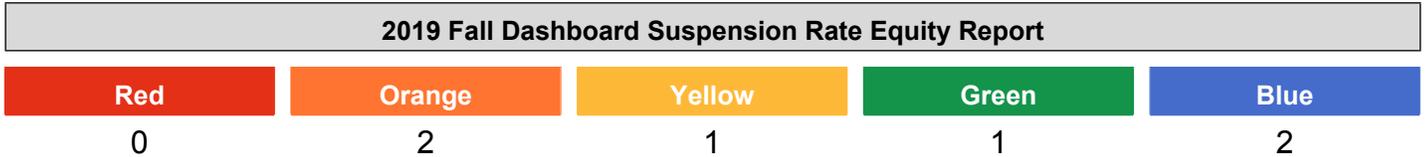
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.3 Maintained +0.1 691	<p>English Learners</p>  Blue 0 Maintained 0 91	<p>Foster Youth</p>  No Performance Color 0 Declined -5.6 13
<p>Homeless</p>  No Performance Color 0 11	<p>Socioeconomically Disadvantaged</p>  Orange 2.7 Increased +0.5 300	<p>Students with Disabilities</p>  Green 0.9 Declined -0.8 113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 25	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2</div> 2	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Declined -5 12	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0.4</div> Maintained 0 223	 Yellow <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2</div> Maintained +0.2 50	 No Performance Color Less than 11 Students - Data <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">3</div> 3	 Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2</div> Increased +0.6 355

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	1.3

Conclusions based on this data:

1. The fall suspension rates by year remained the same from 2018 to 2019.
2. We need to look for ways to lower the suspensions. This includes looking for alternative means to suspension and being proactive to reduce the amount of suspensions.
3. The data has not been updated due to COVID-19.

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 Achievement

LEA/LCAP Goal

1 & 3

Goal 1

All students increase and improve in their academic achievement in math and language arts.

Identified Need

All students with a focus on low achieving students

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Students will increase academic achievement as measured by iReady diagnostic tests in reading and math.

iReady diagnostic test 1 will serve as baseline data.

Student iReady scores will increase 20 or more points in reading and math.

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

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

* School staff will collaborate in implementation of Multi-Tiered Systems of Support (MTSS) for student support services. Staff and students will utilize resources and supports so all students will have access to strategic intervention, and enrichment support.

* Low income and English Learner students struggle with academic language and lack the vocabulary necessary to make gains in their assessments. Supplementary materials and supplies will help these students gain the skills needed to close the achievement gap.

* Ongoing purchase of library and instructional materials to supplement 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.

Amount(s)	Source(s)
	<p>LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Grade-level PLCs will continue their work with the district educational services department to develop curriculum unit maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards.</p>
1000	<p>LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books.</p>
	<p>LCFF-Base (District Fund) 4000-4999: Books And Supplies COES will provide training in the TESS teaching model to better support math. Lesson design and common assessments. This is in connection with district TESS math focus.</p>
10,032.00	<p>Title I 4000-4999: Books And Supplies Enrichment and intervention materials for High Achieving and students below grade level are partially provided in the EnVision Math Program. To help support math comprehension, rigor, and intervention we will provide Ready Classroom Math as a supplemental material to grade levels K - 5.</p>
1000	<p>Title I 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books.</p>
1240	<p>Title I AVID Elementary program</p>
	<p>LCFF-Base (District Fund) 4000-4999: Books And Supplies</p>

	iReady language arts and math will be provided to meet the needs of low and high performing students.
500	Title I 4000-4999: Books And Supplies Additional instructional materials, computer site licenses and programs will be purchased as needed to provide additional support for students in progressing to the grade level standard.
	LCFF-Base (District Fund) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

* All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; use of GLAD and AVID strategies; and creating a positive learning environment where students are safe and actively engaged.

* Grade level teams will have the opportunity to meet on a regular basis to collaborate, plan and create common formative assessments and review student data to make informed instructional decisions.

* AVID Strategies and organization.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Teachers meet in weekly grade level PLC meetings to collaborate on and implement effective researched based instructional strategies when teaching their students.
1,500	Title I 1000-1999: Certificated Personnel Salaries Grade level teams of teachers will be given TLC times to collaborate during the school day with substitute teachers provided. This will allow for team planning and research to find best practices to address the needs of all subgroups.
1,500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Grade level teams of teachers will be given a TLC times to collaborate during the school day with substitute teachers provided. This will allow for team planning and research to find best practices to address the needs of all subgroups.
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID supplies for students and classrooms.
8000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Creekside will continue to work at becoming an AVID Demonstration School, including registration (and all related conference costs) for summer institute.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- * Supplemental materials, supplies and programs may be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement
- * Students participate in intervention or enrichment programs as applicable. Instructional Support Providers (ISPs) are utilized to support instruction during this time.
- * Additional instructional support provided to students to ensure proper and effective instruction in Common Core Standards.
- * Staff will participate in Professional Learning Communities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Weekly grade Level PLC and other Meetings give staff time to do ongoing analysis of student achievement data to identify strengths and weaknesses of instructional practices.
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures The Western Placer School District has subscribed to the Illuminate Student Data Management System to provide usable reports for staff to determine student needs.
	LCFF-Supplemental (District Fund) 5800: Professional/Consulting Services And Operating Expenditures Use of iReady or other computer based programs track student progress and provide targeted practice at each student's individual level.
	None Specified 5000-5999: Services And Other Operating Expenditures Purchase of supporting technology as site budgets allow.
91,282	Title I 2000-2999: Classified Personnel Salaries The equivalent of four 6 hour Intervention Services Providers work with the Intervention teacher to create additional intervention groups.
13,105	LCFF-Supplemental (Site Fund) None Specified After school tutoring program to support all students with additional academic support.
3,700	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplemental supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

* Alignment of Instruction with CA Common Core Content Standards. All instructional supplies and material purchased will be related to approved content standards and curriculum. Lesson plans are developed to align with Common Core standards. Benchmarks for achievement are developed to align with Common Core standards and are designed to be used as a gauge for measuring progress.

* A MTSS team will look at academic and behavioral needs of at risk students. This will connect with SSTs, 504s and resource classes as needed. This will also connect PBIS.

* School site will utilize an SST coordinator to support the MTSS process, schedule, and facilitate meetings to support student needs.

* School site will utilize an 504 coordinator to support the MTSS process, schedule, and facilitate meetings to support student needs.

* Purchase additional equipment and materials to support distance learning needs due to COVID-19.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified A school wide intervention system to create targeted leveled groups will be developed. Grade level PLC's will use common formative, summative assessments, iReady, and district benchmarks to target students in math and language arts to meet individual needs.
	LCFF-Supplemental (District Fund) Low achieving kindergarten students work with an instructional aide in small groups for extra support in developing reading skills.
1,500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries 504 coordinator stipend to track and implement intervention for students.
1,500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries SST stipend to track and implement intervention for students.
2,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies 10% of copy costs, including machine leases associated with the implementation of school

	wide intervention and after school tutoring programs.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies 10% of ink cost for teachers to implement GLAD lessons for language arts and TESS math lessons.
500	Title I 4000-4999: Books And Supplies 10% of ink cost for teachers to implement GLAD lessons for language arts and TESS math lessons.
2000	Title I 4000-4999: Books And Supplies 10% of copy costs, including machine leases associated with the implementation of school wide intervention and after school tutoring programs.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- * Staff will participate in regular professional development meetings.
- * Staff will attend workshops and professional development.
- * Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
Workshops/in-services target areas in English Language Arts and Math.
LCFF-Supplemental (District Fund)

	Teachers will continue to take advantage of any district offered in-service training to further develop their teaching skills.
1,500	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Technology teacher training to develop teacher use of educational technologies that can supplement students' learning.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide opportunities for parents of English Learners to provide feedback and insight into school operations, in addition to providing educational opportunities for parents to learn English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
112	Title I 5000-5999: Services And Other Operating Expenditures ELAC operating costs
388	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures ELAC operating costs
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Adult English classes are taught in district two times a week to help parents of students learning English. --presently on hold due to COVID-19

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Resources have been targeting both best first instructions strategies through learning AVID, TESS, and GLAD strategies. We also use an intervention model through data tracking to meet students individual needs. This has been accomplished through ISP support, collaboration time, PLC time, data cycles through TESS, supplemental resources, access to technology, connecting with parents and the community for support, and creating meaningful relationships on campus. We have moved our school to a green level status over the last couple of years in both math and language arts. We have moved our higher need populations at the same time.

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

We have followed the budget and have not had any major spending differences.

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.

From the analysis we need to focus on learning loss during the school closures. As students spend more time adapting to distance learning and the hybrid model, we need to use intervention groups and PLC time effectively.

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

English Language Acquisition

LEA/LCAP Goal

2

Goal 2

All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient

Identified Need

All English Learners will gain reclassification by the time they leave 5th grade

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EPLAC and SBAC test scores as well as reclassification measures	Baseline scores on ELPAC assessment, and SBAC for grades 4-5.	Increase in achievement and progress on ELPAC and SBAC for grades 4-5, continue to reclassify students when appropriate.

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

Students to be Served by this Strategy/Activity

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

English learners.

Strategy/Activity

- * All teachers will work toward becoming GLAD certified
- * All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged
- * All teachers will provide integrated and designated ELD to English learners.

* Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts

* Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified District English language arts action teams will work with the educational services department to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and the ELD standards. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.
	Teachers will collaborate during PLC meetings to determine the best way to provide effective instruction to English Learner students and support them in their learning.
	Teachers in all grades will meet for collaborative lesson designs. At our site this is called a TLC and teachers will design, team teach, and evaluate the lesson. This is designed to enhance our GLAD, AVID, TESS, Vocabulary, and Benchmark lessons through grade level collaboration.
3,894	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Teachers in grades K-5 will have access to Scholastic and Time for Kids to increase reading skills and language acquisition.
	None Specified None Specified

Ready Common Core Language Arts as supplemental curriculum.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

* School site will have teachers that participate in PLCs, to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.

* Curriculum embedded resources will be utilized to support student's access to core curriculum through the use of research based strategies such as those identified in GLAD and the WPUSD ELD Institute

* Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Systematic and organized processes will be established from the site English Language Learner committee on how teachers will provide both designated and integrated instruction daily to English Learner Students through information gathered from trainings and state documents from the department of education.

Teachers will consistently implement these processes to support English Learner students across all subject areas.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

- * Staff will attend workshops and professional development opportunities as available, specifically GLAD and the ELD Institute as well as other technology related training opportunities to support the needs of English Learners during distance learning
- * Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Reports from Illuminate that are specific to English learners will be given to teachers to monitor student progress and identify areas of need for improvement.
	Site end of semester reading assessments will be given at the end of each semester to continue to monitor English Learner progress and identify areas of need for improvement.
	None Specified None Specified Supplemental site words and monitoring for kinder and 1st grade classes.
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference and sub fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

- * School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student

achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.

* Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.

* Because of language barriers at home, English Learners also need support in completing their homework.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	English Learners students will participate in the intervention program to improve reading skills.
	Teachers will collaborate during PLC meetings to determine the best way to provide effective interventions to English Learner students and support them in their learning.
4,000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An after school homework club / tutoring program will be expanded to support students struggling in school to complete their homework.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

* Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English and to maintain and support parent involvement for our EL families.

* School will collaborate with outside agencies, the district and other school sites to coordinate programs to further develop parent education and participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Teachers will continue to receive and attend training on how to best teach integrated and designated ELD to English Learner students.
	An English Learner Committee will be established to continue to look for trainings, information, and strategies to most effectively help English Learners progress. See expenses in Goal #1.
	Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes and other relevant artifacts.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parents of English Learner students need to continue to be educated on how the school is addressing the needs of their child and how they can help at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ELAC meetings will be held several times a year to help educate parents on programs and strategies being used to help English Learner students. They will also be given tips and

strategies to help their children at home be more successful. See expenses in Goal #1.

LCFF-Supplemental (District Fund)
2000-2999: Classified Personnel Salaries
A parent liaison will work to connect EL families to school.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have been closing the achievement gap at our site. Teachers use integrated and designated strategies to support learning. This comes from PLC and collaboration time to design meaningful lessons for students and add scaffolds to move learners as needed. Supplemental reading material is provided to give students access to updated and meaningful texts. This then leads to meaningful writing supported by text evidence. As we continue to look at these lessons we need to make sure we are providing the supports for our EL students to be successful. Our reclassified ELs are among our top scoring students in grades and CAASPP testing.

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

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

In looking at the data we need to focus more on reading and writing skills of our EL students. This comes from developing language skills at the primary grade levels, building them into fluent readers, and then creating meaningful writing. Adding funds to support our after school homework club, in this we can support grade level work and give individual support to students who need it.

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

College & Career Readiness

LEA/LCAP Goal

3

Goal 3

Identified Need

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/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

See Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

See Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

See Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

See Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Goal 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

See Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

See Goal 1

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

Culture & Climate

LEA/LCAP Goal

4

Goal 4

All students will be safe and actively engaged at school.

Identified Need

Continue to increase parent and community engagement. Engage and support students in distance learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain attendance and participation rate of 95% or better for all students including distance learners.	Current attendance rate is 96%	

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

* Specific programs and materials will be utilized to support student social, emotional and physical development.
 * Teachers, support staff, and administrators will participate in a 4-day youth development institute offered by the district as available
 School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.
 * The district will utilize the services of the district resource officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The resource officer may conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified A YDI team will meet monthly to look at the culture and climate of the school. The will evaluate programs and continue to build an empowered school culture.
1000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Behavior committee training
	Coaching and other supports will be provided by the district to ensure success in implementing the youth development supports and opportunities.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

* Positive behavior recognition and incentives are utilized in conjunction with our Wellness Together program. Perfect attendance recognition as well as academic and character awards are given each trimester. School-wide positive behavior recognition program elements implemented which include reward incentives, and special activities.
 * Additional hours support the Wellness Together program as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Teacher training in the areas of mental health

1,000

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
PBIS rewards program to give positive incentives to students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- * Weekly clearing of unverified absences
- * SARB/Attendance letters generated and sent on a regular basis
- * Review of students receiving letters
- * Meet with families to assist in improving attendance and providing support services
- * Conduct Home visits
- * Goals will be reviewed in School Site Council meetings, ELAC/parent meetings and staff meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Staff will continue to employ the strategies in the love and logic program as part of the school's tier 1 behavior program.

LCFF-Supplemental (Site Fund)
5000-5999: Services And Other Operating Expenditures
Postage costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Update emergency kits in each classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250

LCFF-Base (Site Fund)
5000-5999: Services And Other Operating
Expenditures
Update emergency supply kits in classrooms

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

Learning Environment

LEA/LCAP Goal

5

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

Identified Need

Working towards a 1:1 ratio of computers to students on campus. Continuing to update classrooms as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Amount of Chromebooks	285 Chromebooks/452 students	Waiting to see the amount of computers available at our site after all the shuffling during COVID-19 and district distribution of district-purchased Chromebooks.

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- * Technologies will be updated, replaced, or added as needed to provide equitable and safe access
- * Work to update classroom technology to align with the district standard
- * School site will utilize updated communication system provided by the district to ensure student safety and ongoing communication throughout the day
- * Work with district to update and improve facilities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,500.00	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay Students and teachers will have access to up-to-date technology so that they can participate in current practices of technology use for learning. This technology will follow students during the intervention time block.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- * submit monitor work orders for completion
- * frequent site safety inspections for facility issues
- * monitor deferred maintenance list for future repairs
- * work with district and community organizations to make improvements
- * elicit feedback and provide regular communication with parents, staff and families regarding upcoming facility projects at school
- * make necessary improvements to facilities as applicable for safety

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Site administration will work closely with the site custodian and district maintenance supervisors so that areas of need related to facilities will be addressed quickly to insure safety and a positive learning environment.
	Site administration with classified staff will develop an office PLC and meet monthly to discuss operations and school issues.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Procedures should be established and followed at the school site and district level to assure that the school site is receiving all necessary materials from the school district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site administration will work closely with district administration to assure that all students have standards aligned instructional materials.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

School staff will work with district support staff in implementation of Multi-Tiered Systems of Support (MTSS). Staff will utilize all resources available so that students will have access to strategic intervention, and enrichment support that is accessible to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have worked hard to set up programs to inform and have parents more connected to the school. We have received mixed results from our programs.

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

The gap is just wanting to have more parents connected and informed about programs and how to best help their son or daughter through school.

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.

We are going to add more surveys to connect with what parents want and need. This will look different this year because of limitations with COVID-19.

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

Parent Involvement

LEA/LCAP Goal

6

Goal 6

Increasing Parent Involvement

Identified Need

* Increasing positive parent involvement at school events, creating relationships to support student learning. Updating the marquee to have information posted outside of the school in a more timely manner. (Hand system limits that amount information that can be posted).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment from parent nights, Back to School, and Open House		

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

* Parent education will be provided through continuing education (once COVID-19 health restrictions are lifted).

* School site will also provide regular opportunities for parents to receive education through a variety of school events: Parent Information night, ELAC meetings and classes, online resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified
A program will be chosen and presented on campus to help parents develop strategies on how to help their child succeed in school and prepare them for the future.

During ELAC and PEN parent meetings, parents will receive strategies on how to more effectively support their children in the educational process.

500.00

Title I - Parent Involvement

During parent information nights we will offer daycare for parents and food to the participants.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- * School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Jupiter Ed, School Messenger, Smore for weekly Hawk Headlines newsletters, parent-teacher conference scheduling as well as website maintenance and the use of social media
- * A parent liaison will be utilized to provide translation/interpretation services for our Spanish speaking families
- * Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education nights, newsletters, flyers, phone calls
- * School site will implement the use of AVID binders and weekly electronic news letters to consistently send home information for families on a regular basis
- * School site will use Google Classroom for instructional and communication purposes
- * School site will utilize an app to help facilitate communication and share information

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified
Weekly updates of the school website, school app., facebook page, and school marquee will

	work to push updated information out to parents. Look at updating the marquee.
1,500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An interpreter will be employed during parent teacher conferences so that parents and teachers can communicate better.
3,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies A learning management system (Jupiter Ed.) is in place through district funds to provide parents with ongoing information about their child's academic progress, classwork, and homework.
2,000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries After hours interpreting
	None Specified None Specified Weekly information will be sent via school messenger in English and Spanish to update parents on school events and activities.
608	Title I - Parent Involvement 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish
1,500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- * School site will continue to develop and maintain the school's website
- * School site will make use of available social media to keep parents informed of school events
- * Parents and community members will have access to computers at school for communication and educational purposes
- * School site will actively seek out parents to participate on collaborative decision making committees, such as ELAC, SSC, PTC, etc

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Parents will be given a chance to voice their preference about what information and strategies will be useful for them to receive in helping their child succeed in school.
500	Title I 5000-5999: Services And Other Operating Expenditures Food & supplies for ELAC meetings
	Having parents as active members of the school site council. Looking at funding to support student learning and an effective learning environment.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

* School site will solicit parent and community involvement
 * Parents and community members may attend various workshops as available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have worked hard to set up programs to inform and have parents more connected to the school. We have received mixed results from our programs.

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

The gap is just wanting to have more parents connected and informed about programs and how to best help their son or daughter through school.

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.

We are going to add more surveys to connect with what parents want and need. This will look different this year because of limitations with COVID-19.

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
LCFF-Supplemental (Site Fund)	65,187.00	0.00
Title I	109,666.00	0.00
Title I - Parent Involvement	1,108.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	250.00
LCFF-Supplemental (Site Fund)	65,187.00
Title I	109,666.00
Title I - Parent Involvement	1,108.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,740.00
1000-1999: Certificated Personnel Salaries	4,500.00
2000-2999: Classified Personnel Salaries	102,390.00
4000-4999: Books And Supplies	31,126.00
5000-5999: Services And Other Operating Expenditures	4,350.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00
6000-6999: Capital Outlay	7,500.00
None Specified	13,105.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	250.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	3,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	10,500.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	17,094.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	3,488.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	10,500.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	7,500.00
None Specified	LCFF-Supplemental (Site Fund)	13,105.00
	Title I	1,240.00
1000-1999: Certificated Personnel Salaries	Title I	1,500.00
2000-2999: Classified Personnel Salaries	Title I	91,282.00
4000-4999: Books And Supplies	Title I	14,032.00
5000-5999: Services And Other Operating Expenditures	Title I	612.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
	Title I - Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title I - Parent Involvement	608.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	144,859.00
Goal 2	8,894.00
Goal 4	5,350.00
Goal 5	7,500.00
Goal 6	9,608.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Megan Dickson	Principal
Kellie Rafferty	Other School Staff
Monique Ristau	Parent or Community Member
Krystal Cary	Parent or Community Member
Veronica Lariz	Parent or Community Member
Mandy Nielsen	Parent or Community Member
Mineva Bermudez	Parent or Community Member
Isabelle Keeling	Parent or Community Member
Annie Larson	Classroom Teacher
Jenna Nohel	Classroom Teacher Parent or Community Member
Rosabel Ortiz	Other School Staff
Lisa Kaufman	Classroom Teacher
Sherry Plaut	Parent or Community Member
Christina Richardson	Parent or Community Member
Amy Ridgeway	Parent or Community Member
Emily Merwin	Classroom Teacher

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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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 October 22, 2020.

Attested:

	Principal, Megan Dickson on 10/22/2020
	SSC Chairperson, Kellie Rafferty on 10/22/2020