

School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foskett Ranch Elementary School	31-66951-0108514	10/23/2020	November 3, 2020

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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).

In September of 2019, 5th grade students at Foskett Ranch participated in the California Healthy Kids Survey. The purpose of this survey is to gauge students' feelings about school and their overall mental and physical health. While overall well being, school safety, and academic expectations were high, culture and climate indicators scored lower. 74% of students felt some sort of school connectedness. Additionally, only 69% of students felt that they received social-emotional supports and 64% felt that school was an anti-bullying climate. Foskett Ranch is planning on giving a similar survey to a wider range of students this year.

Classroom Observations

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

Tenured teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. Probationary teachers are formally observed each year until they receive tenure. All teachers are observed informally throughout the school year using walkthrough observations and feedback.

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports. An increase in use of engagement strategies (whiteboards, group work, think-pair-share) and strategies to support English Language Learners and students with special needs such as GLAD strategies, Daily 5 activities and differentiation are evident on campus as well as strategies. Students know the learning outcomes for English language arts and math as they are posted in the classroom and outlined to the students at the beginning of each lesson.

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)

At the start of each school year, teachers review student performance on state and local assessments to evaluate their instructional program from the prior year to establish priorities and develop goals for the current year. In reviewing data staff identify students that need extra support as well as enrichment to target instruction and intervention to meet the needs of the various levels of learners and to improve student achievement.

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

Grade levels formally meet weekly during time that has been set aside during the work day to evaluate formative assessment information, develop short-term goals as a grade level and discuss/implement effective strategies to help all students meet goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff on campus meet the criteria for highly qualified staff.

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

All teachers on site possess sufficient credentials to teach the subjects for which they are assigned. This year all staff continue to participate in staff development to address language arts, math, instruction, health and wellness, safety and our computer adapted intervention program (i-Ready). Staff also continue to participate in refresher courses to address strategies that meet the needs of English language learners and special education students, the Next Generation Science Standards, Response to Intervention strategies, backwards planning of strategies, technology use in the classroom and classroom management and strategies. Teachers attend additional professional development workshops at the district and county levels on a variety of topics related to the Common Core State Standards.

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

Staff development is geared to meet the district and school's goals for student achievement based on the LCAP plan and the assessed needs of students.

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

Four district curriculum coaches (one ELA, one math, one science and one ELD) are available to work with teachers. Content experts in the area of behavior and special education also provide support to teachers when needed.

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

The district calendar includes an early release day each week for teacher collaboration. Grade levels meet during these days to analyze student assessment data, set goals for achievement based on the assessment data, discuss and implement strategies to meet students' needs and ensure students achieve set goals, and to monitor student and grade level progress. Special Education, music and science teachers participate in grade level team meetings as well as cross site department meetings. While our current student schedule offers teachers most of their afternoons to meet virtually, once Placer County allows us to go back full time we will continue to provide additional release time to examine math frameworks, plan and analyze math instruction, and analyze student writing in the three text types (narrative, opinion, informative) as compared to the common core writing standards and the state exemplars.

Teaching and Learning

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

All subject areas, report cards, and assessments are aligned with current Common Core State Standards (CCSS). District adopted curriculum and supplemental material, aligned to CCSS, is used in language arts, math, science, social studies, and visual arts. Instruction and lessons are standards-aligned and originate from adopted curriculum. 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)

While Placer County health protocols are currently not allowing students to come back full time, teachers continue to strive to develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

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

School grade level teams create pacing guides and unit maps. School grade level teams analyze data and collaborate to plan and implement instruction during intervention blocks to meet the needs of their students during the day.

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

Standards-based instructional materials are available in all core areas for all K-5 students. Supplemental materials have also been purchased with LCFF funds as needed. The language arts program at grades 4 and 5 includes core literature units that were developed to align to the state standards; teachers in grades K - 3 use the Benchmark Advance language arts curriculum from the state-adopted list. Software implemented district-wide is standards-aligned and individualizes intervention for students in language arts and math. Supplementary materials are used for students below or well below basic levels. In math, Pearson's EnVision Math is the adopted curriculum, and Ready Math provides supplemental lessons and video tutorials. Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUSD Board of Trustees adopts an annual resolution confirming instructional materials are available to 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)

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

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

Volunteers assist students in class (once allowed per Placer County Health)
Sun City Retirement Community SCHOOLS volunteers are often retired teachers that provide support for underperforming students
Newsletter, school app and Facebook, Twitter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
Possible retention notices list school staff, parent and student actions
Teachers cover all content standards in each grade level
Cross age tutors – study buddies – with older students helping younger students (once allowed per Placer County Health)
Student teachers utilized at times during the year in specific classes
Decodable leveled books used to assist students
An Intervention Service Provider (ISP) works with teachers to address the needs of underperforming students
Homework intervention support is available, as funds are available, to assist students with English language arts and math
A software program, iReady, supports students school-wide by identifying specific skills and concepts for each student and providing systematic instruction for each student in reading and math
Supplemental materials and strategies shared among staff to assist lower performing students
Student Study Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs
A partnership with Lincoln High School provides tutors and a teacher to assist struggling students after school three days per week (once allowed per Placer County Health)

Evidence-based educational practices to raise student achievement

In addition to direct instruction, staff work with students in small groups during intervention time and pull back groups after direct instruction to target skills for remediation. These intervention groups are currently being held virtually, but will resume in-person once allowed by Placer County Health. Teachers implement research-based strategies to address English learners (GLAD) as well as integrated and designated English language development. Software to address instructional reading and math needs for all students, Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, software tutorial programs that target specific reading deficiencies, and direct instruction strategies (EDI, TESS).

Parental Engagement

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

STAR Before and After School Program is a private, fee-based company that contracts with WPUSD from 6:30 AM to 6:30 PM

Wellness Together services for family, parent, student counseling and guidance services and onsite social skills training for small groups.

SST meetings to assess and assist student needs with faculty/parent input

Parent/teacher conferences with minimum days set for communication regarding progress towards state standards

Placer County Office of Education workshops

WPUSD in-services

Special Education RSP & Speech

Enrichment field trips

Volunteers (parent, grandparent, Sun City community volunteers) in classrooms

Instructional assistant for academics in RSP

Special Day Classes for students with moderate/severe disabilities

After-School tutoring as funds allow

Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs

Community sports programs (soccer, football, baseball, basketball)

Library time scheduled for all students weekly

After school enrichment clubs (private or PTO sponsored)

SARB assistance for students who are chronically truant

Placer Area Reading Council workshops

Student created/led clubs

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)

Not Applicable

Funding

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

Leveled reading materials allow teachers to work with small groups of students performing below grade level.

Intervention Services Provider serves students struggling in the area of reading

After school tutoring materials have been purchased

Many various supplemental materials, as requested and funds available, for staff to assist student needs

After-school homework assistance and tutoring helps students referred by teachers and/or parents to receive assistance with basic skills

Accelerated Reader program (at grades 3 - 5) to assess reading comprehension, promote daily reading at the students zone of proximal development and to motivate students to read.

Student Study Team (SST) meetings with staff and parents to assist students with academics, social, behavioral, and emotional issues

Blocks of time are planned at each grade level to allow teachers to collaborate to provide small group, targeted assistance and enrichment for students in the area of English language arts and math

iReady online diagnostic and tutorial for reading and math target individual needs and provide online tutoring for each student

Fiscal support (EPC)

The site receives \$47 per student in discretionary funds, and each teacher receives \$500 in lottery funds. Categorical funds include an LCFF supplemental allocation of \$34,301, PTO provides classroom grants of \$12 per child to support classroom instruction/field trips and provides funding for various campus projects and programs.

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
413	17.9	4.6	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	4.6
Socioeconomically Disadvantaged	74	17.9
Students with Disabilities	50	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian	2	0.5
Asian	9	2.2
Filipino	7	1.7
Hispanic	109	26.4
Two or More Races	14	3.4
Pacific Islander	2	0.5
White	256	62.0





Conclusions based on this data:

1. Foskett Ranch has small percentages of English Learners, Foster Youth and Homeless students.
2. The percentage of Socioeconomically Disadvantaged students remains about the same with slightly less than 18% of the students in this subgroup. Students with Disabilities is above 10% of the school population.
3. The Hispanic and White subgroups are the subgroups with the highest percent of students at Foskett Ranch.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. The 2019 dashboard shows continuous student improvement in the areas of English language arts and math as shown by green performance indicators. Students at Foscett Ranch continue to score higher in English language arts than in math based on the 2019 California dashboard.
2. Chronic absenteeism does not appear to be a problem.
3. Suspensions at Foscett Ranch continue to be low as a result of active staff involvement in our school's behavior program (Building Effective Schools Together/BEST).

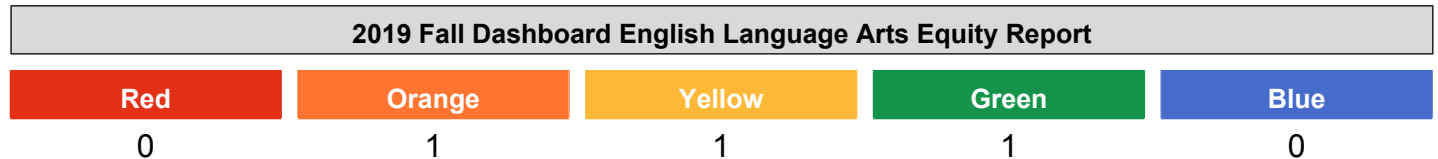
School and Student Performance Data

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		
All Students  Green 19.7 points above standard Increased ++4.2 points 196	English Learners  No Performance Color 40.1 points below standard Declined -13.8 points 16	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 18 points below standard Maintained ++2.1 points 38	Students with Disabilities  No Performance Color 51.4 points below standard Maintained -0.3 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Yellow 16.6 points below standard Increased ++5.8 points 51	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 40.5 points above standard Increased ++8.9 points 123

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 55 points below standard 12	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4	English Only 24.7 points above standard Increased ++5.4 points 179
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Conclusions based on this data:

1. In the area of English Language Arts reported on the 2019 California Dashboard, the subgroups of All Students, Socioeconomically Disadvantaged, Students with Disabilities, and White students increased their CAASPP scores (distance from 3 or Meets Standards) from 2018 to 2019. Hispanic students lessened their distance from a 3 or Meets Standards by 5.8 points.
2. The subgroups of All Students and White students score above the distance from a 3 or Meets Standard score. The English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups are below the score of a 3 or Meets Standards (though all but the English Learner group are closing the gap to a distance from a 3 or Meets Standards).
3. The EL subgroup dropped 13.8 points overall and are now 40 points below standard

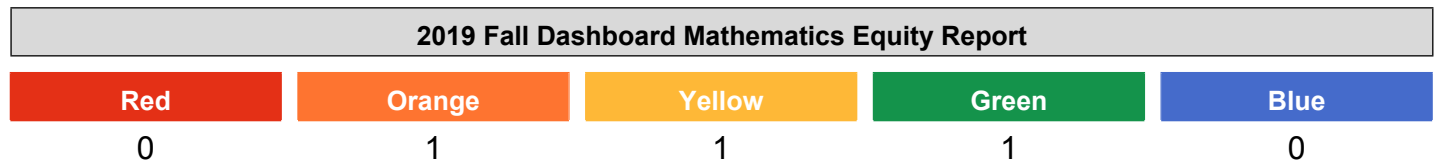
School and Student Performance Data

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		
All Students <div>  <p>Green</p> <p>3 points above standard</p> <p>Increased ++8.1 points</p> <p>196</p> </div>	English Learners <div>  <p>No Performance Color</p> <p>44.6 points below standard</p> <p>Increased ++13.9 points</p> <p>16</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div>  <p>Yellow</p> <p>35.1 points below standard</p> <p>Increased Significantly ++16.8 points</p> <p>38</p> </div>	Students with Disabilities <div>  <p>No Performance Color</p> <p>62.3 points below standard</p> <p>Increased ++7.9 points</p> <p>32</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 26.9 points below standard Maintained ++0.2 points 51	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 17.7 points above standard Increased ++12 points 123

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 56.3 points below standard 12	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4	English Only 6.8 points above standard Increased ++7.5 points 179
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Conclusions based on this data:

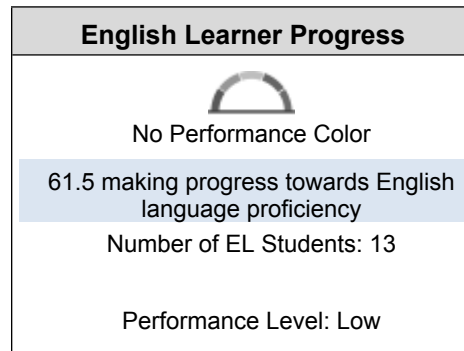
- Students scored lower in math than in English Language Arts at Fosskett Ranch based on the 2019 California Dashboard.
- All subgroups increased significantly, increased, or maintained achievement on the 2019 CAASPP
- The following subgroups exhibit a gap in the distance from a 3 in the following order: English Learners (44.6 points below a 3), Students with Disabilities (62.3 points below a 3), Socioeconomically Disadvantaged (35.1 points below a 3), and Hispanic (26.9 points below a 3)

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
15.3	23.0		61.5

Conclusions based on this data:

1. Foskett Ranch has a small percentage of English Language Learners. Of the 13 reported on the dashboard for 2019, three students reclassified (the percentage that scored Well Developed).
2. 62% of the English Learners are making progress towards becoming well developed by increasing by at least one level
3. 2% of the EL population decreased their level on the ELPAC

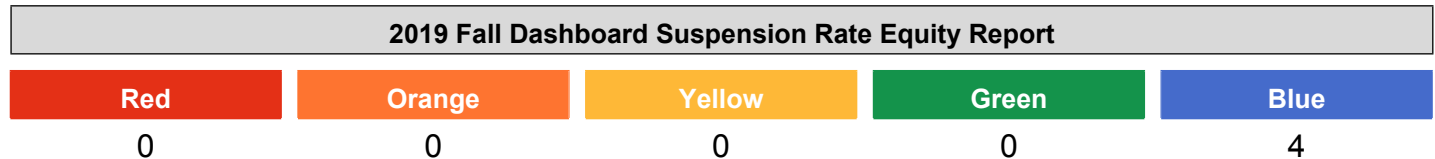
School and Student Performance Data

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		
All Students  Blue 0.2 Maintained 0 443	English Learners  No Performance Color 0 Maintained 0 19	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color Less than 11 Students - Data Not 3	Socioeconomically Disadvantaged  Blue 0 Declined -1 93	Students with Disabilities  Blue 0 Maintained 0 64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 9	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 0 Maintained 0 11	Filipino  No Performance Color Less than 11 Students - Data 7
Hispanic  Blue 0 Maintained 0 115	Two or More Races  No Performance Color 4.2 Increased +4.2 24	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Blue 0 Maintained 0 273

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.2

Conclusions based on this data:

1. For every category on the California Dashboard, student suspension rates have maintained or have declined.
2. The overall suspension rate has declined from 0.8% to 0.2% from 2016 to 2019.
3. All significant subgroups remain in the blue category for suspensions

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 will reach high standards in Literacy and Writing in English Language Arts, Mathematics, and Science.

Identified Need

While all significant subgroups increased achievement in 2019, math continues to be a need for all students and all subgroup categories. The Writing strand in English Language Arts and Concepts & Procedures and Communicating/Reasoning in the Math strands are identified needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The math strand of Concepts & Procedures and Communicating Reasoning show the highest percentages of students not meeting standards.	2019 Achievement Data in Math Overall- increased 8.1 to 3 points above standard White- increased 12 to 17.7 points above standard Hispanic- maintained at 26.9 points below standard SPED- increased 7.9 to 62.3 points below standard EL- Increased 13.9 to 44.6 points below standard SED- Increased 16.8 to 35.1 below standard	All subgroups will get closer to closing the gap with at least a 10% increase in points towards a score of 3 - English Learners (44.6 points from a 3), Socioeconomically Disadvantaged (35 points from a 3), Students with Disabilities (62 points from a 3), Hispanic (26.9 points from a 3).
The Writing strand in English Language arts shows the highest percentage of students not meeting standards.	2019 Achievement Data in ELA Overall- increased 4.2 to 19.7 points above standard White- Increased 8.9 to 40 points above standard Hispanic- increased 5.8 to 16.6 below standard SPED- maintained 51.4 points below standard	In ELA,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL- declined 13.8 to 40 points below standard SED- maintained at 18 points below standard	

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

A. Kindergarten, fourth and fifth grade teachers are working with a consultant to study the math frameworks, best instructional practices in math and analyze formative assessment data to adjust instruction to positively affect student understanding of concepts and procedures and communicating reasoning.

B. All students practice iReady Math on a weekly basis.

C. Students in grades 3 - 5 set Accelerated Reader goals at each student's zone of proximal development and monitor progress toward those goals to help students increase reading fluency, reading level and comprehension.

D. Grades 2 - 5 work with a consultant to learn how to create and analyze specific, standards-based assessments in iReady program to determine student progress and adjust intervention to meet the needs of all students.

E. Grade level teams analyze student progress, including the progress of subgroups, in math to provide intervention to close achievement gaps.

F. Grade levels have students formally write in math each unit to analyze progress and inform instruction.

G. Grade levels formally study the ELA frameworks in the area of writing, plan common, formative assessments in each writing strand to analyze student writing and inform 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)
3,906	LCFF-Supplemental (Site Fund)

	1000-1999: Certificated Personnel Salaries Sub costs to release teachers to meet during the day
7272	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Intervention Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged, Hispanic

Strategy/Activity

H. Students practice iReady math weekly to target math and reading intervention.

I. Teachers in grades 2 - 5 work with a consultant to learn how to create and analyze specific, standards-based assessments to determine progress and adjust intervention to meet the needs of targeted subgroups.

J. Targeted students in grades 2 - 4 that need assistance in math and/or reading participate in after school intervention.

K. ISP staff to work with students in need of tier 2 academic interventions

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)

21,166

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
ISP staff to provide intervention

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

K. Classroom teachers study the CA math frameworks, mathematical practices and math instruction during 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)
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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.

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

Many planned expenditures for strategies went unused because of the school shut down due to COVID-19

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.

The one significant change in strategies is the addition of a site-funded ISP, who will provide intervention to struggling students

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

English Language Learners will advance at least one level on the ELPAC assessment.

Identified Need

English Language Learners continue to exhibit a gap on state achievement tests (ELPAC, CAASPP)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 ELPAC	66.7% of English Learners are moderately developed, 16.7 are at the beginning level	Of the English Learners that scored on the ELPAC reported in this school plan, all students at the beginning level will become moderately developed, and 50% of those that scored moderately developed will become well developed.

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

A. English Learners are clustered at their grade level and assigned to one teacher who provides integrated and designated ELD and monitors their progress.

B. Teachers have been trained in GLAD (Guided Language Acquisition Design) and use the strategies during instruction.

C. A Teacher on Special Assignment (TOSA) specifically helps classroom teachers incorporate strategies to address the needs of English Learners into lessons.

D. Teachers in grades 3 - 5 analyze student reading progress, including English Learners, using the Accelerated Reader program, all grades use iReady data to analyze student progress, including English Learners.

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)

4,000

Source(s)

LCFF-Base (Site Fund)
5000-5999: Services And Other Operating
Expenditures
Accelerated Reader - Partial Funding

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

E. Grade levels analyze and monitor student progress during grade level meetings, including the progress of English Learners.

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)

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

E. Translators are provided meetings such as Student Study Team (SST), Individualized Education Plan (IEP), attendance, parent teacher report card conferences to ensure parent involvement.

F. A parent liaison funded at the district level serves as a communication link between the school and the parents that do not speak 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)
150	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries F. Cost of translators

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.

Due to schools shutting down before the 2019 Summative ELPAC could be administered, we do not have updated data to analyze the effectiveness of implemented strategies

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

There were no significant discrepancies in expenditures

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.

No changes have been made to this goal

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

5

Goal 3

See Goal 1

Identified Need

See Goal 1

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

See Goal 1

See Goal 1

See Goal 1

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)

See Goal 1

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)

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

School-wide implementation of tier 1 and tier 2 behavior interventions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Citations	36 of Citations for 2018 - 2019	The number of citations will remain the same or will decrease in the 2020 - 2021 school year.
CA Dashboard	.2 Suspensions for 2018	The suspension rate will be maintained on the 2019 CA Dashboard.

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

A. Staff will continue to implement the school behavior plan (BEST = Building Effective Schools Together). It is the precursor to PBIS to positively affect student well being and to implement outlined strategies for those students who need further development.

B. Identified students participate in pro social skills groups or individual counseling sessions presented by the Lincoln Lighthouse or the Wellness Together Center.

C. Staff teach and reinforce concepts outlined in the book Have you Filled a Bucket? The concepts are woven into the school's behavior system.

D. Students participate in various student, staff and outside led programs (during and after school) such as choir, students council, chess, book clubs, etc. to promote youth development and youth leadership skills.

E. Students are acknowledged for citizenship, achievement, attendance each trimester. Students are also recognized on their birthdays, student of the week, positive behavior tickets given by staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,807

Source(s)

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
Incentive supplies

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.

Because school was shut down before the year was over, accurate data on the efficacy cannot be gathered. However, what numbers we do have showed that a decrease in the number of citations was probable

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

There are no significant differences in expenditures

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.

No changes will be made to the goal or strategies

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

There is a need for more security cameras on campus to observe the playground and the east area of the campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Existing Security Cameras	Currently there are five cameras.	Increase security cameras by two by September 2020.

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

A. Work with PTO and district technology department to purchase and install two security cameras on campus.

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)

Parent Teacher Association (PTA)
6000-6999: Capital Outlay
Purchase Security Cameras and supporting
software/licenses

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.

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

Due to the schools being shut down, we were not able to implement the strategy under this goal. We will continue to work with PTO to meet this 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.

There are no changes to this goal

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

1, 2 & 5

Goal 6

Parents will be actively engaged in their child's learning and school community.

Identified Need

We need to increase posts of information to the district Facebook page.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facebook Posts	Currently we post on average one post per week.	Double the posts to at least two per week.

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

A. Office staff and school technology liaison to collaborate to time and track two Facebook postings each week.

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.

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

Due to the schools being shut down, we were not able to implement the strategy under this goal. We will continue to work with PTO to meet this 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.

There are no changes to this goal

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)	34,301.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	4,000.00
LCFF-Supplemental (Site Fund)	34,301.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,906.00
2000-2999: Classified Personnel Salaries	21,316.00
4000-4999: Books And Supplies	9,079.00
5000-5999: Services And Other Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	3,906.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	21,316.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	9,079.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 4

32,344.00
4,150.00
1,807.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Gina Pasquini	Principal
Carol Anderson	Classroom Teacher
Barbara Springborn	Classroom Teacher
Wendy Pannone	Other School Staff
Yvonne Cornog	Parent or Community Member
Austin Bowden	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
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 10/23/2020.

Attested:



Principal, Gina Pasquini on 10/23/20
SSC Chairperson, Carol Anderson on 10/23/20