

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
Scott M. Leaman Elementary School	31-66951-0139709		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).

Scott M. Leaman Elementary school is a brand new elementary school in Lincoln, CA. With the Covid-19 pandemic we have adjusted to a distance learning platform. Communication has been through email and phone calls. Most families are excited and have waited many years for the new school. Most input has been positive and hoping that students will be able to attend in person as soon as possible. In starting the new school some parents were not getting all of the communications; we need to continue to increase our communication with families. This includes adding other social media platforms to make communication as easy as possible with families. The other concern is the frustration around technology. The area can have spotty connectivity and learning new programs can be a challenge for some students.

## 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 Leaman principal makes daily classroom visits throughout the campus and to online learning platforms. During those observations the school principals check for teaching effectiveness and student engagement. Generally students are engaged and teachers are mostly using strategies that they have learned through their recent professional development. 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 utilizing in the classroom. This feedback is provided through conversation or follow up emails. When teacher are back to school full time, feedback forms will be used.

## 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.
- 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 program provides another way to analyze student scores and offers interventions appropriate to their skill level

Other tools used to determine student needs:

- PLCs are creating common assessments (some through the Illuminate system)
- Ready common core, handwriting without tears, and site word programs.
- ESGI
- AVID Strategies
- TESS Math Strategies
- Math Data Cycles through PLC's to analyze student growth and needs

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. This is done independently, through grade level PLC's, and as a site to see trends of student learning.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Leaman staff meet the requirement for being highly qualified teachers.

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

There are sufficient 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)

The Western Placer Unified School District is providing training for teachers to develop appropriate and effective implementation of the common core standards through distance and in person learning. Most of the focus in early 2020-21 has been training on the many online learning platforms to support distance learning. Teachers may participate in additional math training through analysis of the differences between previous standards and the common core standards. Almost all teachers have been TESS (Total Educational Support Systems) trained. Teachers are also working collaboratively to create lesson plans in Language Arts that align with the ELA common core standards. This includes training in GLAD (Guided Language Acquisition Development), AVID, and Benchmark Advance. Local writing assessment prompts are being changed to better align with the common core standards. All teachers have been trained in the next generation science standards through Project Lead the Way (PLTW). Teachers also work with their PLC to support students learning through common assignments and assessments.

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

The Western Placer Unified School District provides teachers on special assignment who are available to work with individual and teams of teachers to develop more effective instructional programs through lesson studies, analysis of the common core 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. Coaching from administration is also used to support teachers to improve their effectiveness in teaching.

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

Teachers in grade level teams collaborate regularly throughout the week to discuss effective teaching strategies of the standards and of the analysis of student achievement data, best practices to support distance learning, identifying which students are in need of additional intervention, and which need additional learning through enrichment activities. Grade Level Teaching Teams or Professional Learning Communities find strength through collaboration by sharing ideas and jointly identifying ways to improve their instruction.

## 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)

Distance Learning

In Person learning (When all Covid restrictions are removed)

English Language Arts 2 1/2 hours per day grades 1-3

English Language Arts 2 hours per day grades 4-5

Mathematics 1 hour per day grades 1-3

Mathematics 1 hour per day 4-5

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. Leaman Elementary incorporates a weekly learning log for distance learning. This is shared with students and parents. The log allows us to give students multiple opportunities to complete assignments and allow flexible time options for distance learning.

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

District Action Teams have created unit lesson maps that include anchor texts, themes and lesson plans that are aligned to current state standards.

Western Placer Unified School District has purchased the EnVision Math program to guide teachers in their math instruction. Ready Math is also provided as a supplement to better meet the common core standards.

Western Placer Unified School District has purchased the Benchmark Advance program to guide K-3 grade teachers in their Language Arts instruction

Western Placer Unified School District Board of Trustees has annual resolution confirming instructional materials available to students.

Decodable leveled books are used to assist students reading below grade level.

Supplemental reading/social studies curriculum is provided to all grade levels.

Hand writing support is provided to K-3 grade levels.

Teachers are continuing to receive training in working with English Learner Students.

Project Lead the Way (PLTW) curriculum is provided for all grades as is aligned to the Next Generation Science Standards.

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 CDE.

## Opportunity and Equal Educational Access

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

Grade level (Professional Learning Communities) meetings are held regularly so teachers can evaluate student progress and determine proper interventions to provide additional support.

Teachers provide small group instruction time where under performing students can receive instructional support.

TK - 1st has additional aide time to support students for individual instruction or small group instruction.

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.

Hands on Science through PLTW

AVID Strategies

TESS Strategies

GLAD Strategies

Evidence-based educational practices to raise student achievement

Currently Leaman Elementary is implementing various practices to improve student achievement. All teachers have been trained in Project Lead The Way and will incorporate STEAM learning into their classroom. A standard practice includes the use of Professional Learning Communities, where teachers meet regularly to collaborate on improving instruction and developing interventions to re-teach students that need additional support. Additionally, teachers have received 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 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)

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 set aside for one on one meetings to support learning.  
PCOE and WPUSD staff development available.  
Special Education programs available.  
Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.  
Parent and other volunteers in classrooms. (When allowed due to Covid)  
Library time scheduled for all students (In person learning). The library is working to check out books during distance learning.  
We have a parent liaison to help all families and assists Spanish speaking families with school communication (Friday she is on campus)  
PEN (Parent Engagement Nights. (When allowed due to Covid)  
School site council that meets monthly to guide the funding of the school to support learning.  
Leaman PTO to support student learning and create funding for additional school resources.

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)

Monthly school site council meetings.  
Parent Engagement team to help connect parents to the school through Parent Information nights  
Bi-Monthly staff meetings - spending is connected to schools vision.  
Parent Liaison  
Bi-Monthly leadership meetings  
Monthly office PLC meetings  
Monthly YDI meeting  
Monthly School Safety Meetings  
Free school clubs (When allowed due to Covid)

## Funding

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

N/A

Fiscal support (EPC)

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 school site council, classified staff meetings, certificated staff meetings, and alignment with LCAP goals. In working with the district Scott Leaman Elementary School will have a STEAM focus. The district supported this through adding technology through Chromebooks, training and science supplies through PLTW, and a learning focus around STEAM. Leadership and staff meeting have occurred since March to design the focus of the school. The teams embraced the ideas of STEAM learning and also want the principals of YDI through positive relationships to be a focus at Leaman Elementary. In connection with this staff would like funding to support these relationships through money to support clubs and other activities that build this culture. The last piece is to add a PBIS behavior system to support all learners on campus. Classified staff has monthly meetings and evaluates the needs of the school. The focus here has been creating the structures to have an efficient school that is safe for all stakeholders. The two major concerns have been school safety and staff safety during the Covid crisis. In that the school is new we have just formed the School Site Council and will met on 10/21 to go over the plan. The school site council recommends

# 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

LCAP Goal 1

## Goal 1

Students will meet or exceed grade-level standards in core academic areas.

## Identified Need

This is a base line year so we are still gathering data. Based on previous schools past data 60% - 75% would be at or above grade level standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady diagnosis	Reading diagnostics 53% at grade level, 33% at tier 2, 14% at tier 3. Math diagnostics 35% at grade level, 54% at tier 2, and 12% at tier 3. This data was based on standard view for data.	75% students will meet grade level standards in the end of the year iReady assessment in math and reading. 20% at tier 2 and 5% at tier 3. This will be based on end of the year iReady standards.

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

Hands on Science curriculum (PLTW)

### 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)
16,000	None Specified  Project Lead The Way will be offered at all grade levels to teach students STEAM based learning. This is aligned to Next Generation Science Standards and will help students develop critical thinking/problem solving skills.
4000	LCFF-Supplemental (Site Fund)  Provide supplemental support for STEAM science supplies in the classroom.

## Strategy/Activity 2

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

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

4th and 5th Grade

### Strategy/Activity

Provide supplemental history curriculum to better meet the state standards. Supplemental social studies curriculum through Studies Weekly

### 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)
1000	LCFF-Supplemental (Site Fund)  Supplemental social studies curriculum will help bridge the gap from the current adopted program to the new social study standards.

## 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

Provide extra technology to support teachers during Covid to provide better access for students on campus and for distance 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)

3000

Source(s)

LCFF-Supplemental (Site Fund)

In order to better support all learners for in-person learning and distance learning the structure of the learning environment needs to be more flexible. Adding technology can allow for improved access while protecting teachers and students during this time.

### Strategy/Activity 4

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

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

Low performing students/Behavior Students

Strategy/Activity

MTSS Team to monitor and track students on campus for academic and behavior supports. This includes having a 504 and SST coordinator to meet the needs of 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)

2000

Source(s)

LCFF-Supplemental (Site Fund)

MTSS team members and SST coordinator.

1000

LCFF-Supplemental (Site Fund)

504 Coordinator

### Strategy/Activity 5

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

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

4th and 5th Grade

Strategy/Activity

Organization and study skills through a school provided planner.

#### 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)

475

Source(s)

LCFF-Supplemental (Site Fund)

All students in 4th and 5th grades will be provided with a school planner to organize work from class in order to better prepare them for middle school.

## Strategy/Activity 6

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

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

TK

### Strategy/Activity

Aide students in the understanding of social studies and provide an early path to sounds and reading for TK 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)

200

Source(s)

LCFF-Supplemental (Site Fund)

Supplemental social studies curriculum.

## Strategy/Activity 7

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

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

Low performing students (learning loss from Covid closures)

### Strategy/Activity

Small Group instruction/Online Individual help

### 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)

7500

Source(s)

LCFF-Supplemental (Site Fund)

An after school support program to have EL learners meet in small group to get academic support.

## Strategy/Activity 8

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

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

All Students

Strategy/Activity

Continue to Update Technology on Campus to support student learning

**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)

2000

Source(s)

LCFF-Supplemental (Site Fund)

Support technology for teachers to enhance technology in STEAM learning.

## 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.

N/A

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

N/A

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.

N/A

# 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 Learners

## 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

We need to collect baseline data on students to better understand the needs of the new school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	N/A	Students will make adequate progress on ELPAC testing. This will be our base year for ELPAC.

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

Develop effective integrated and designated strategies across the 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)

0

Source(s)

Use staff meeting times to build on previous training's to create meaningful integrated lessons, while providing designated support as needed to EL students.

## 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

Small Group instruction/Online Individual help

### 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)

4750

#### Source(s)

LCFF-Supplemental (Site Fund)

An after school support program to support EL learners to meet in small group to get academic support. This will be a combination of virtual support and possibly in person as rules allow.

## Strategy/Activity 3

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

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

EL Students

### Strategy/Activity

MTSS Academic Support

### 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)

500

#### Source(s)

LCFF-Supplemental (Site Fund)

Using the support of the MTSS team to provide resources for the EL learners on campus

# 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.

N/A

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

N/A

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.

N/A

# 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

## LEA/LCAP Goal

3

## Goal 3

All students will graduate from high school college & career ready.

## Identified Need

See goal #1

## 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

### 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.

# 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.

N/A

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

N/A

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.

N/A

# 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

School Climate & Culture

## LEA/LCAP Goal

4

## Goal 4

All students will be safe and actively engaged at school.

## Identified Need

As a brand-new school site, Leaman Elementary needs to begin creating a positive climate and culture

## 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)

All Students

### Strategy/Activity

PBIS

### 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)

1500

#### Source(s)

LCFF-Supplemental (Site Fund)

Create a PBIS behavior plan to support students through a positive behavior intervention plan.

## Strategy/Activity 2

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

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

Strategy/Activity

Positive Award Plan

**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)

500

Source(s)

LCFF-Supplemental (Site Fund)  
  
Look for ways to motivate students to accel at school. This can be connected to academics and/or behavior on campus.

**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

Distance learning PE support and Mental Health Support through Exercise (Sami Circuit)

**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)

2500

Source(s)

LCFF-Supplemental (Site Fund)  
  
Provide all teachers with Sami Circuit to support physical activity and the mental health for all students.

**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

After School Club Support

**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)

4500

Source(s)

LCFF-Supplemental (Site Fund)

Provide support for after school clubs to build connections on campus and support our YDI strategies on campus.

### **Strategy/Activity 5**

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

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

3rd - 5th Grade Students

Strategy/Activity

CAASPP Testing Team and incentives during testing

#### **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)

750

Source(s)

LCFF-Supplemental (Site Fund)

student incentives/rewards help motivate students for state testing.

### **Strategy/Activity 6**

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

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

All Students

Strategy/Activity

PE equipment that allows for social distancing

#### **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)

700

Source(s)

LCFF-Supplemental (Site Fund)

This will provide PE activities that allow student to get physical breaks while keeping them

distanced. This helps promote a positive school culture by having students be a part of appropriate play while staying safe on campus.

## 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.

N/A

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

N/A

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.

N/A

# 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 student will receive instruction in up-to-date and well-maintained facilities.

## Identified Need

Creating a 1:1 ratio of computers to students. Supply all classrooms with STEAM based curriculum and supplies to meet the needs of the vision of the school.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Work with the district to provide Chromebooks to all students to support distance learning and STEAM learning.

### 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)

86,400

Source(s)

None Specified

In order to better support all learners in a virtual environment and to better meet STEAM learning

on campus the school and district is looking at becoming 1:1 for students.

## 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

Purchase supplemental STEAM supplies to support hands on learning 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)

2000

#### Source(s)

None Specified

(a) Start up funds for the school has provided all classrooms with PLTW supplies and trainings that are aligned to the NGSS science standards.

## 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

Continual communication should be established between site administration, custodial, and district maintenance staff to assure facilities are up to date and repairs are done in a timely manner. Monthly meetings to go over school/office concerns to provide a safe learning environment for 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)

250

#### Source(s)

LCFF-Base (Site Fund)

(a) 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.

(b) Site administration will monitor with site custodian and district maintenance that the school and all working equipment functions as designed and is maintained during the new school warranty period.

## 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.

N/A

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

N/A

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.

N/A

# 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

All parents will be actively engaged in their children's learning and school communities.

## Identified Need

Create a welcoming culture for parents

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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)

Create a welcoming environment for

### Strategy/Activity

Parent Engagement Nights

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

LCFF-Supplemental (Site Fund)

Provide snacks and drinks for families to engage in training nights for families to be more connected to campus.

## 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

With community support create the Leaman Elementary Parent Teacher Organization (PTO)

### 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)

0

#### Source(s)

None Specified

Work with parents and the community to set up the Leaman PTO.

## 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

Purchase an online app to increase communication with 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)

1700

#### Source(s)

LCFF-Base (Site Fund)

The app will allow for better communication with parents by allowing families to sign up for notifications and be informed of what is going on campus in real time.

## 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

Jupiter Ed. Grading Program and Communication Tool

### 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)

2600

Source(s)

LCFF-Supplemental (Site Fund)

Purchase a user friendly grade book program to better inform parents on students progress and allow for better communication of student achievement during the year.

## 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.

N/A

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

N/A

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.

N/A

# 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)	39,726.00	1.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF-Base (Site Fund)	1,950.00
LCFF-Supplemental (Site Fund)	39,725.00
None Specified	104,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF-Base (Site Fund)	1,950.00
	LCFF-Supplemental (Site Fund)	39,725.00
	None Specified	104,400.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,175.00
Goal 2	5,250.00

Goal 4	10,450.00
Goal 5	88,650.00
Goal 6	4,550.00

# 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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Reno Penders	Principal
Caryn Lackl	Classroom Teacher
April Rennie	Classroom Teacher
Michelle Rowe	Other School Staff
Jim Trimbul	Parent or Community Member
Brain Ellis	Parent or Community Member
Paula Gross	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 10/21/20.

Attested:

	Principal, Reno Penders on 10/22
	SSC Chairperson, Paula Gross on 10/22