

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
Sheridan Elementary School	31669516031363	October 7, 2020	November, 3, 2020

Purpose and Description

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

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In order to address the academic and social/emotional needs of our students, our staff and community partners will commit themselves to work in a collaborative way to support student achievement. Our Title 1 and Supplemental funds are braided together, along with other site funds, and used to support student growth and achievement in both the academic and social/emotional realms. The majority of our Title 1 monies are used to fund our instructional aide/intervention specialist. Our teachers collaborate weekly to analyze data and determine student needs and plan instruction.

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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).

Parent and teacher surveys to be completed at beginning and end of the school year. Due to COVID-19, surveys have addressed technology, accessibility to the internet, and food service needs.

Classroom Observations

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

The school principal observes teachers and staff both formally and informally. Teachers are formally evaluated every other year. However, frequent walk-throughs and informal visits to all classroom settings are common. The principal also visits and observes in the library, music and science room regularly. Probationary teachers are formally observed three times each year. Due to COVID-19 some observations will be watching virtual lessons.

During classroom observations, teachers were observed to be using a variety of teaching strategies to engage students. PBIS strategies were in place, as well as AVID strategies. Teachers also used a variety of strategies and supports to address both grade levels individually.

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)

Teachers analyze available test scores and identify students and standards in which more targeted instruction is needed. The teachers then identify the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention programs.

A combination of assessments from i-Ready Reading and Math, BPST, ESGI, and classroom-based formative and summative assessments facilitate instruction and intervention at every tier of MTSS through a district-level assessment system for Multi-Tiered System of Supports. These assessments include a combination of benchmarking, progress monitoring, and comprehensive reporting. These assessment measures examine a full year of academic growth, enabling us to make informed intervention and instructional decisions.

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

All district assessments occur as per PLC collaboration and agreements. Data is gathered and compiled by staff creating a compilation of scores. i-Ready assessments, BPST, and sight word acquisition are also measured as regular markers of student progress. Core curriculum is modified, as needed, by the teacher to scaffold access to the Common Core Standards. Small Group instruction for struggling learners is another modification to the regular curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sheridan Elementary School teachers meet the highly qualified staff criteria at 100%.

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

All teachers are appropriately credentialed. Both the district and the county office offer ongoing professional development that teachers can take advantage of. Teachers have access to the core curriculum as well as supplementary materials needed to support instruction.

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

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

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

Four district instructional coaches are available to work with all teachers to support the district's Professional Development Plan, as are personnel from the county office and other outside agencies. Sheridan is a certified AVID Elementary School and the AVID site plan has specific professional development planned this year related to Costa's Levels of Higher Order Thinking and Questioning.

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

All teachers at Sheridan Elementary School collaborate with each other with regard to planning for student success. They also participate with grade level teams from other schools in order to align instruction, provide effective first instruction and create common assessments.

CCSS implementation is a focus for teaching faculty. Collaboration also occurs among teachers, principal, and instructional aides as they plan together to provide targeted instruction for struggling learners.

Teaching and Learning

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

All subject areas, report cards and testing are aligned with California Common Core Content Standards. Assessments are aligned with District adopted curriculum. Classroom instruction is based on the content standards and state frameworks.

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

Instructional minutes requirements are met in person and virtually, due to COVID-19. All students that attend school in person are provided 195 minutes of instruction in the classroom. Students in grades 1-3 receive an additional 35 minutes of independent work to be completed at home and students in grades 4-5 receive an additional 45 minutes of independent work. Students on distance learning receive all of their instructional minutes virtually.

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

Curriculum based pacing guides are used in each classroom. Interventions also occur on a schedule which provides single grade instructional time.

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

Standards based textbooks and supplemental materials are available to every teacher and all students, both general education and special education.

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. We have adopted Benchmark Advance for Language Arts instruction in grades K-3, grades 4-5 have adopted a district developed curriculum aligned with the Common Core State Standards. Grades 4-5 also have supplemental curriculum provided through Ready Common Core in the areas of reading and writing. Science instruction is aligned with the Next Generation Science Standards (NGSS) and all curriculum and materials utilized meet state standards. We use the adopted Envisions math curriculum. We are also utilizing a supplemental Math Curriculum from Curriculum and Associates called Ready Classroom Math.

Opportunity and Equal Educational Access

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

After School Program
Multi-Tiered System of Supports data analysis, time and structure provided
After School Tutoring-via Google meet
Title I-funded Classroom Aide serving all students as appropriate
English Learners receive both designated and integrated ELD during the instructional day
Speech and Language Services
Enrichment and intervention in Math and ELA are scheduled into the instructional day and after school during virtual teacher office hours. Due to COVID-19

Evidence-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), Sonday, and Read Naturally, for instruction. Teachers also use i-Ready for Math and Reading intervention, as well as other technology based programs to support all learners. Strategies to promote student engagement are also utilized. Teachers have been trained in UDL practices and strategies as well as AVID strategies.

Parental Engagement

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

CARE after school program
Academic supports
Student Support Team
Speech and Language services
Parent Education workshops
Bilingual Parent/School/Community Liaison
Parent Teacher Conferences
School-wide intervention program
Wellness Together - School based mental health services-provided virtually due to COVID-19

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)

DAC/DELAC (district parent advisory group)
School Site Council
Positive Behavior Intervention and Supports

Funding

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

Services include: iReady, small group and one-on-one instruction/intervention, technology and applications that support student engagement and learning, supplemental materials and resources for staff and students.

Fiscal support (EPC)

The site receives both state and federal monies.

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

School Site Council consists of 3 parent/community members and 3 staff members. The council meets periodically throughout the year to provide valuable input into the development of the site plan. Site Council meetings were held on 10/7/2020, with Site Council approving the plan on 10/7/2020. The Site Council gave feedback and suggestions for addressing learning loss due to COVID-19. Feedback was received and implemented into the plan. The teaching staff meets monthly and the School Site Council will meet quarterly to plan, review and improve upon the SPSA.

Resource Inequities

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

Sheridan is one of the oldest school sites in WPUSD. With age comes facilities challenges. That being said, the safety and well-being of our students and staff is a top priority. Other older school sites have been renovated or are in the process of being renovated. We look forward to our opportunity for updates/upgrades in the future.

Our three largest resource inequities are:

1. We need updated bathrooms for our students. The toilets, sinks, and floors need to be replaced.
2. We lack adequate window coverings in our classrooms and cafeteria.
3. Due to our school size, all of our classes are combination classes. This can be a barrier to attaining academic goals for all students. Combination classes can complicate the delivery of direct instruction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	16	15	15	23.9%	28.8%	25.9%
Fluent English Proficient (FEP)	2	3	2	3.0%	5.8%	3.4%
Reclassified Fluent English Proficient (RFEP)	2	1	1	11.1%	6.3%	1.7%

Conclusions based on this data:

1. We have a consistent number of English Learners enrolled each year.

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
58	67.2	25.9	5.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	25.9
Foster Youth	3	5.2
Homeless	1	1.7
Socioeconomically Disadvantaged	39	67.2
Students with Disabilities	4	6.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.7
Hispanic	29	50.0
Two or More Races	4	6.9
White	24	41.4

Conclusions based on this data:

1. Our largest student group is our socioeconomically disadvantaged students with 67.2%.
2. Our largest student group by Race/Ethnicity is our Hispanic population with 50.0%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Due to our small student population, we have very little significant data. Our lack of chronic absenteeism is one of our strengths.
2. Our suspension rate declined and is now one of our strengths. We attribute the decline to the positive behavioral supports that have been put in place.

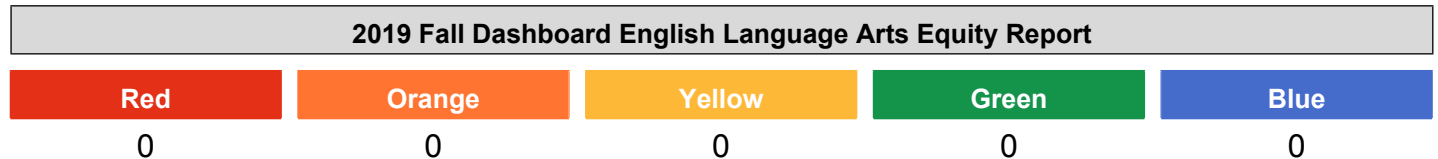
School and Student Performance Data

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		English Learners		Foster Youth	
 No Performance Color 25.7 points below standard Declined -14.9 points 22		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 36.5 points below standard Declined -10.8 points 15		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 31.5 points below standard Declined Significantly -20.8 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 1	25.8 points below standard Declined Significantly -26.4 points 15

Conclusions based on this data:

1. Our ELA status is 25.7 points below standard
2. Improvements in the area of ELA are needed and we will increase interventions and supports.

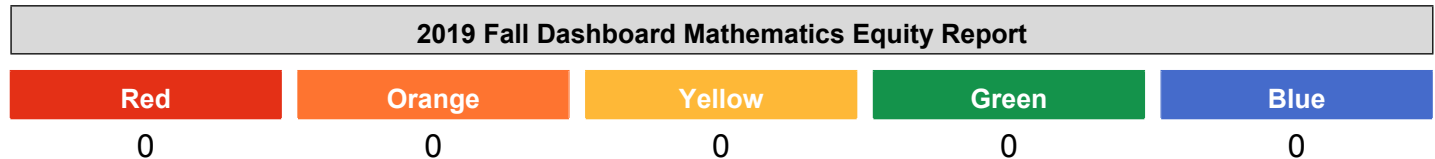
School and Student Performance Data

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>No Performance Color</p> <p>35 points below standard</p> <p>Increased ++13.5 points</p> <p>22</p> </div>	English Learners <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div>  <p>No Performance Color</p> <p>33.7 points below standard</p> <p>Increased Significantly ++23.2 points</p> <p>15</p> </div>	Students with Disabilities <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 22.5 points below standard Increased Significantly ++25.3 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 1	35.4 points below standard Increased ++6 points 15

Conclusions based on this data:

1. While we acknowledge that our Math status is below standard, we have increased overall by 13.5 points.
2. Two of our student groups increased significantly. Socioeconomically Disadvantaged increase by 23.2 points and our Hispanic population increased by 25.3 points.
3. Improvements in the area of Math are needed and we will continue to put interventions and supports in place.

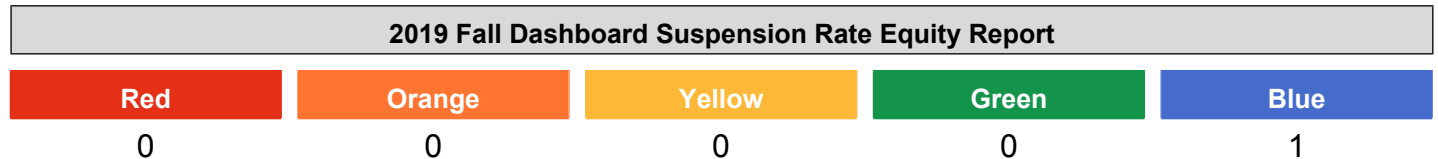
School and Student Performance Data

Conditions & Climate Suspension Rate







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



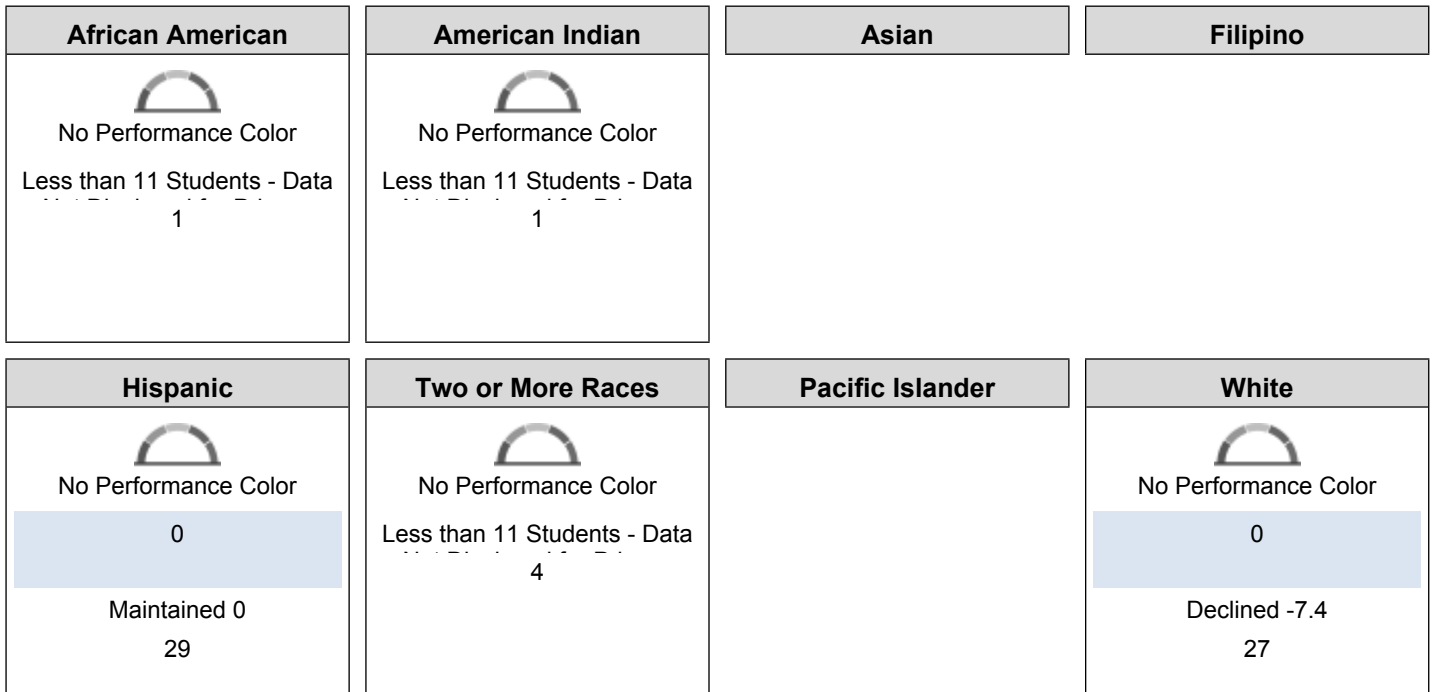
This section provides number of student groups in each color.



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 <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Declined -3.2 62	English Learners  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0 15	Foster Youth  No Performance Color Less than 11 Students - Data Not <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">4</div>
Homeless  No Performance Color Less than 11 Students - Data Not <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">1</div>	Socioeconomically Disadvantaged  Blue <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0 43	Students with Disabilities  No Performance Color Less than 11 Students - Data Not <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">9</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	0

Conclusions based on this data:

1. Suspension rates for all students declined by 3.2%
2. Overall suspension rates decreased to 0%
3. Supports have been added to assist our students with their social/emotional well being. We use Positive Behavior Interventions and Supports (PBIS) and we have added an on-site mental health specialist one day a week that is available to all students and their families.

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 meet or exceed grade level standards in core academic areas.

Identified Need

Increase and improve academic achievement in Math and English language arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data results	SBAC Math 30% met or exceeded standard in 2019 SBAC ELA 43% met or exceeded standard No updated data available due to COVID.	SBAC Math 45% will meet or exceed standard in 2021. SBAC ELA 55% will meet or exceed standard
All students will increase their academic achievement by 1 year's/grade level growth as measured by iReady diagnostic assessment in both reading and math.	Beginning of the year individual baseline data	Considering learning loss due to COVID-19, all students will return to or exceed their iReady level in Math and Reading from March 2019

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

i-Ready® Diagnostic & Instruction is proven to help students make real gains. It combines a valid and reliable measure and personalized instruction into a single online product. The adaptive Diagnostic pinpoints student needs down to the sub-skill level and generates a combination of online instruction and downloadable teacher-led lessons that are unique to each student's diagnostic result, in addition to providing targeted skill instruction support through mobile apps. These individualized instructional plans are easy to understand, differentiate instruction, and support a blending learning solution.

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)

400

LCFF-Supplemental (District Fund)
5000-5999: Services And Other Operating
Expenditures
i-Ready

LCFF-Supplemental (Site Fund)
5000-5999: Services And Other Operating
Expenditures
Instructional Technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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)

LCFF-Supplemental (District Fund)

	5800: Professional/Consulting Services And Operating Expenditures Professional Development Fees
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	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries substitute fees
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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

*Instructional Aide is utilized to help provide systematic, focused instruction in intervention or enrichment activities for students. This support will be teacher driven, using assessment data from classroom assessments, i-Ready assessments, Sonday assessments and observations in class. Instructional aide will provide any support needed to help students bridge the achievements as identified by the teacher. This can include direct small group instruction, individual instruction, Sonday, SIPPS program intervention and Read Naturally. Progress monitoring will be administered throughout the year to drive intervention.

*Supplemental materials, supplies, and programs will be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement.

*Additional classroom aide in K/1 class to provide intervention supports. This position is to support early learners in Kindergarten and first grade. Early reading intervention supports through i-Ready, SIPPS and Read Naturally will be provided as requested by the classroom teacher. Data used will be from classroom assessments, iReady and observations during class time.

*Principal will work with staff to analyze data and create solutions for students who continue to struggle.

*Additional personnel (classified or certificated) to tutor after school to help with learning loss due to COVID-19.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,195

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Instructional Aide

LCFF-Supplemental (District Fund)
2000-2999: Classified Personnel Salaries
Instructional Aide

881	Title I 4000-4999: Books And Supplies Materials as needed for intervention supports
5,000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries after school tutoring

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

*Staff will participate in monthly professional development meetings.
 *Staff will attend workshops and professional development.
 *Staff will participate in Professional Learning Communities.
 *Grade level teams will have the opportunity to meet on a monthly basis to collaborate, plan for intervention, and create common formative assessments and review student data to make informed instructional decisions.

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)
783	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries substitute fees
1,300	Title I 2000-2999: Classified Personnel Salaries substitute fees
657	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures conference fees

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

*School site will work to develop and administer grade level assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards.

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

*School site will utilize a variety of assessments and assessment tools to monitor progress such as iReady Reading and Math in addition to curriculum embedded assessments.

*Grade level and school site assessments including use of ESGI in kindergarten.

*Document tracking

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)
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures ESGI
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Document Tracking

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Acquisition

LEA/LCAP Goal

2

Goal 2

All English learners will make adequate yearly progress toward language proficiency in order to be reclassified as fluent English proficient.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Baseline scores on ELPAC assessment, and SBAC for grades 4-5; 1 English Learner was reclassified in the 2019-2020 school year.	Increase in achievement and progress on ELPAC for grades 4-5, continue to reclassify students when appropriate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

*All teachers will provide integrated and designated ELD to English learners.

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I None Specified Instructional Aide - See goal 1
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries K/1 Aide
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Curricular materials to support best first instruction for CCSS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

*School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title I 4000-4999: Books And Supplies Support Materials for EL learners

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

*Staff will attend workshops and professional development opportunities as available, specifically GLAD and the ELD Institute.

*Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
900	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries sub fees
950	Title I 5000-5999: Services And Other Operating Expenditures conferences and trainings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

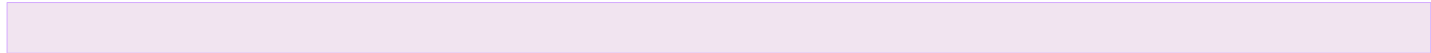
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

*Information on the regular DAC/DELAC meetings held in the district will be shared throughout the year to support students and parents in their acquisition of English.

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



Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

3

Goal 3

School site will maintain AVID Certification to help promote college and career readiness. School site will work with local community agencies to expose students to a variety of college/career choices.

Identified Need

AVID Goals include:

1. Students will receive instruction on the use of inquiry strategies that promote higher-level questioning, thinking and reflection once a week.
2. The AVID site team (teachers and principal) will meet monthly to plan and reflect on classroom implementation of inquiry based strategies which build rigor within the classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Certification Self Study and AVID Initial Self-Study Tools	Goal 1 baseline: Consistently implemented in the Fall 2019 Goal 2 baseline: Consistently implemented in the Fall 2019 Continuing both goals due to COVID-19 school closure.	1. Students will receive instruction on the use of inquiry strategies that promote higher-level questioning, thinking and reflection once a 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

*AVID Elementary will be implemented by all staff. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission and vision to provide a comprehensive model of success for all students, from elementary through higher education. AVID Elementary incorporates Student success skills, Organizational skills, WICOR lessons, and

Partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I
4000-4999: Books And Supplies
AVID materials and supports

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

*Staff members will coordinate with local community agencies to expose students to a variety of college/career choices. Staff members will invite community organizations to provide virtual field trips to learn about community resources such as police and fire. Staff members will organize a variety of virtual field trip experiences to expose students to a wide variety of community, career/college options.

*Staff will implement Career Awareness discussions and information as appropriate in the school year. Staff will invite members of the community and families to share information about career options.

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)

Community resources

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

Data shows that our site has a 93.77% attendance rate for the 2019-2020 school year. We will use positive behavior supports, community events and Referrals and collaboration with Wellness Together School Based Therapy Program to improve on our attendance rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	93.77% for 2019-2020 school year (August-March-due to COVID-19)	Increase attendance rate for 2020-2021 school year to the 96-97% range.
Wellness Together Annual Report	12 students participated in counseling services with Wellness Together 2019-2020 baseline data	Increase in number of students and families participation in Wellness Together services. Increase in Behavioral and Emotional Rating Scales reported as it pertains to: Interpersonal Strength, School Functioning, Intrapersonal Strength, Affective Strength In Wellness Together Annual Report

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 recognizes and promotes attendance, character, commitment and caring for our school environment. It also provides a framework for positive supports and interventions to promote strong behavior.

PBIS is utilized in conjunction with our Wellness Together program. Perfect attendance recognition as well as academic and character awards are given each trimester. School-wide positive behavior recognition program elements implemented which include reward incentives, and special activities. By supporting implementation PBIS and Wellness Together we expect behavior to improve and thus academic achievement

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)

	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries PBIS training substitute fees
	Parent Teacher Association (PTA) None Specified PBIS incentives and rewards

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

*Specific programs and materials will be utilized to support student social, emotional and physical development

*As needed, staff will identify students who need more specialized intervention on the Tier II level to support students.

*Flexible seating furniture to provide movement opportunities for students. Movement is limited due to COVID-19 guidelines, and some students require movement to enhance their ability to learn.

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)

300	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Intervention materials and supplies
2,000	LCFF-Supplemental (Site Fund)

4000-4999: Books And Supplies
Flexible seating furniture

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.
*The school will utilize the services of the County resource officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The resource officer may conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF-Supplemental (District Fund)
1000-1999: Certificated Personnel Salaries
YDI-Related conference costs

LCFF-Supplemental (District Fund)
2000-2999: Classified Personnel Salaries
YDI-Related conference costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Weekly clearing of unverified absences
*SARB/Attendance letters generated and sent on a regular basis
*Review of students receiving letters
*Meet with families to assist in improving attendance and providing support services

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

Learning Environment

LEA/LCAP Goal

5

Goal 5

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

Identified Need

All students have access to core curriculum and facilities are in good condition and are regularly maintained.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative and custodial inspections, work order reports, technology requests and updates, safety audits.	current baseline	will maintain or improve present state

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*Technologies will be updated, replaced, or added as needed to provide equitable and safe access

*Work to update classroom technology to align with the district standard. (Chromebooks, office and staff computers maintained and updated as needed)

*School site will utilize updated radio communication system provided by the district to ensure student safety and ongoing communication throughout the day.

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)
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures Technology updates

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*submit and monitor work orders for completion *frequent site safety inspections for facility issues *monitor deferred maintenance list for future repairs *work with district and community organizations to make improvements *implement recommendations from safety audit in conjunction with the Placer County Office of Education to improve safety and facility conditions *make necessary improvements to facilities as applicable for safety

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures

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 child's learning and school community.

Identified Need

Increase the number of parents that have access to communication and participation in school activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation for school events such as: conferences, Back To School Night, Parent Information Nights and Open House	Current baseline	Increase or maintain participation

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

If Placer County Health guidelines allow large gatherings/events:

*School site will solicit parent and community involvement at all school events and field trips.

*School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees and TB clearances so this is not a barrier to their participation in their child's education.

*School site will hold special events involving the community in conjunction with our Parent Teacher Club and other organizations. Events will be inclusive of all community members.

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)
204	Title I - Parent Involvement 4000-4999: Books And Supplies Materials and supplies
	Parent Teacher Association (PTA) 4000-4999: Books And Supplies 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)

All Students

Strategy/Activity

*School will continually seek assistance from parents and community to become involved in PTC, SSC, and other committees as required.
*School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Class Dojo, School Messenger, parent-teacher conference scheduling as well as website maintenance and the use of social media
*A bilingual aide/clerk/parent liaison will be utilized to provide translation/interpretation services for our Spanish speaking families
*Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education online classes, newsletters, flyers, phone calls

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)
	2000-2999: Classified Personnel Salaries bilingual aide/clerk and parent liaison

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

*School will maintain and update website.

*Computers will be available for community use as needed in normal operating hours.

*School Messenger, email, Smore newsletters, and Peach Jar flyers will be utilized in communicating with parents and the community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
School website maintenance

None Specified
use of available technology for community and
parent use

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)	10,540.00	0.00
Title I	20,226.00	0.00
Title I - Parent Involvement	204.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	10,540.00
Title I	20,226.00
Title I - Parent Involvement	204.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,683.00
2000-2999: Classified Personnel Salaries	17,495.00
4000-4999: Books And Supplies	4,785.00
5000-5999: Services And Other Operating Expenditures	2,007.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	6,683.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	2,800.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,057.00
2000-2999: Classified Personnel Salaries	Title I	17,495.00

4000-4999: Books And Supplies	Title I	1,781.00
5000-5999: Services And Other Operating Expenditures	Title I	950.00
4000-4999: Books And Supplies	Title I - Parent Involvement	204.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,216.00
Goal 2	2,750.00
Goal 3	500.00
Goal 4	2,300.00
Goal 6	204.00

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

Name of Members	Role
Emily Ortiz	Principal
Gaby Sisk	Classroom Teacher
Karen Roberts	Other School Staff
Kristin Lantz	Parent or Community Member
Amy Crabtree	Parent or Community Member
Haylie Virrueta	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 10/7/20.

Attested:

Principal, Emily Ortiz on 10/7/20
SSC Chairperson, Haylie Virrueta on 10/7/20