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
Twelve Bridges Elementary School	31 66951 0106443	October 26, 2020	November 3, 2020

Table of Contents

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).

The majority of parents support the school climate and believe the learning environment to be positive with staff who care about student success in all areas and have high expectations for all students to achieve their highest potential. A Parent Survey was completed during the 2016-17 year that corroborates those findings. Another survey was to be conducted in the spring of 2020, but was interrupted due to the COVID school closure. The California Healthy Kids survey was given in 2018 and again in 2020, to all of the 5th graders in the district. 87% of students feel safe at school and 97% of students are treated with respect.

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

Both formal and informal observations are conducted throughout the year by the school administrators. Teachers are observed engaging students in a consistent implementation of the state and district adopted curriculum. Teachers are formally evaluated every other year and new teachers have formal observations three times a year. Formative observations are conducted through frequent informal visits where feedback is provided for the teachers. We have been utilizing district consultants who assist us in providing effective feedback to teachers and conversation starters for increasing student outcomes.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At the start of each year, teachers typically review student performance on required state and local assessments to evaluate the effectiveness of the instructional program, make adjustments, and establish new SMART goals for the coming year. Through a review of this and other data sources, in conjunction with our school mission/vision, staff identify areas of need to be addressed. i-Ready diagnostics are given three times throughout the year to monitor student learning and growth. Due to the COVID-19 pandemic, in-person schooling was suspended through the month of September of 2020. With that, state-wide assessments were cancelled and any end of year/beginning of year student assessments were administered through distance learning. This year, it is imperative that we continue to assess and provide interventions to mitigate any learning loss as a result of distance learning.

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

When school is full-time with no COVID restrictions, staff meet weekly in professional learning communities (PLCs) to set short-term and long-term goals, develop common formative assessments, review student performance data, and implement intervention/enrichment strategies and best practices to ensure that students are reaching proficiency at their current grade level. i-Ready diagnostics are given three times throughout the year to monitor student learning and growth. We also utilize an MTSS committee whose purpose is to review data and make intervention recommendations for students not making progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified and are provided with staff development opportunities at staff meetings and through county and district professional development programs.

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

All teachers have appropriate credentials and have access to the core curriculum. The curriculum is aligned with district pacing guides and content standards.

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

All staff development is designed to support the district's annual goals, the school site's annual goals and the assessed needs of students. Specific professional development activities are currently focusing on the California Common Core Standards (CCSS) as well as:
- Ready Classroom Math, Benchmark Advance, and iReady in-services held by the WPUSD
- Standardized SBAC testing in-services held by WPUSD
- WPUSD regularly does a staff survey assessing professional development needs
- Educational technology aligned to teaching standards
- Focus on staff being trained on the components of a Professional Learning Community, MTSS, GATE, Growth Mindset, TESS, GLAD, PBIS, Literacy, and ELL training.

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

Teachers on Special Assignment (TOSAs) are available for professional development in support of district and site goals. All new teachers have access to a one-on-one mentor teacher throughout their 2-year induction program.

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

When school is in session without COVID restrictions, all teachers participate in Professional Learning Communities weekly during early release days to develop and implement and monitor yearly goals. Grade levels, regardless or COVID restrictions, will collaborate virtually to plan best first instruction, develop assessments, and monitor student success.   Additionally, district-level "Action Teams" meet at varying times to do instructional practice reviews and revisions in both ELA & math.

Teaching and Learning

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

All subject areas, assessments, report cards, and testing have been aligned with the California Common Core State Standards. District adopted curriculum is used in language arts, math, science, social studies, music, visual arts, and PE. Teachers use supplemental materials to target instruction and ensure that all students are meeting grade level expectations.

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

Teachers develop weekly lesson plans that reflect the recommended minutes of instruction in each of the core curricular areas. In addition, time is set aside to address enrichment opportunities. In a full-day with no COVID restrictions, specific instructional minutes include a minimum of 2.0 hours/daily for grades 1-5 in English Language Arts as well as a minimum of 1.0 hour daily in mathematics instruction for grades 1-5. With COVID restrictions in place, teachers are prioritizing the essential standards in ELA and math in their instruction and tracking the time through an engagement log.

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

Grade level representatives meet at the district level to collaboratively develop pacing guides and common assessments that assist teachers with the implementation of the instructional scope and sequence in core curricular areas. Time is also scheduled into the school day for targeted intervention for individuals and small groups identified through PLC meetings and the MTSS team.

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

- The WPUSD Board of Trustees has an annual resolution to adopt the instructional materials available to students at TBES
- Texts available through WPUSD for all K-5 students
- Supplemental materials supplied through the School Site Council and PTC funds
- In ELA, the Benchmark Advance and Ready Common Core district-adopted curriculum provides supplementary materials to address all learning levels.
- Language arts curriculum includes re-teaching books.
- In mathematics, the district-adopted Pearson "Envisions" program provides supplementary materials to address all learning levels.
- Supplemental mathematics material, Ready Classroom Math, is also available to all 1-5 grade teachers
- Supplemental software is available to assess and monitor growth (iReady Reading and Math)
- For students identified as significantly below grade level, materials are provided to address their specific needs
- All classes have grade level appropriate music materials/instruction
- All classes have grade level appropriate science materials/instruction

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

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

Opportunity and Equal Educational Access

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

Services provided by the regular program that enable under-performing students to meet standards include:
- Parent/community volunteers (SCHOOLS program) assisting students in class and virtually
- Intervention Services Providers (ISPs) work with small groups of students throughout the day during grade level intervention blocks and virtually through Google Meet
- One-to-one intervention time with team teacher and district paid aide in kindergarten
- Math and Language arts remedial lessons and ELD lessons; iReady reading and math intervention program
- Newsletter communication to parents addressing their important role with children re: good nutrition, proper sleep, and consistent help with school work
- Teachers cover all content standards in each grade level
- Cross age tutors – study buddies – with older students helping younger students (if no COVID restrictions are in place)
- Decodable leveled books used to assist students
- iReady diagnostic testing to assist with determining student academic needs
- Supplemental materials and strategies shared among staff to assist lower performing students
- Student Success Team (SST) meetings held, as needed, to assist students/parents with ideas and guidelines for assistance at home and at school
- Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP)
- Pre-teach and reteach opportunities
- School-based Special Day Class Program
- District paid aide for one hour each day in kindergarten
- LHS tutors work with our teachers to provide math intervention after school (if no COVID restrictions are in place)

Evidence-based educational practices to raise student achievement

We are implementing an MTSS program to support both the academic and behavioral needs of our students. As a PBIS school, we use SWIS to help track behavior data and provide the appropriate tier of support for each individual student with a need. Academically, we are using the RTI model to help us track the performance of each individual student.   During PLC meetings, staff review the core curriculum as outlined in district pacing guides and review common assessments. In addition, the PLC and MTSS teams review the need for additional intervention/enrichment time for students needing additional support.

Parental Engagement

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

Many resources are utilized from families, the school, district and community to assist under-achieving students. These services include but are not limited to:
- STAR Before and After School Program from 6:00 a.m. - 6:00 p.m. for student academic, recreational, and enrichment activities (current COVID schedule only provides after school care)
- Wellness Together services for family, parent, student counseling, and guidance services
- SST meetings to assess and assist student needs with faculty/parent input
- Ongoing parent communication via phone calls, emails, newsletters, and parent/teacher conferences with minimum days set for this communication
- County courses available
- WPUSD in-services available
- Special Education RSP & Speech
- Assemblies focused on educational and character trait development (PBIS)
- Enrichment field trips
- Teacher notes/communication systems re: student progress/concerns with parent response expected
- Parent volunteers in classrooms
- Instructional assistants for academics in RSP
- After-school tutoring
- Approximately 160+ minutes of prep time for each teacher for planning time to assist students in various ways,
- Community sports programs (soccer, football, baseball, basketball)
- Library time scheduled for all students weekly
- "Love and Logic" parent course and other district-wide parent workshops

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)

N/A

<u>Funding</u>

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

Categorical funding available to enable underperforming students to meet goals including:
- supplemental materials, as requested and funds available, for staff to assist student needs
- Special education funds assist with RSP, Speech, Psychologist personnel
- Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
- Assistance with paper supplies and copier costs to assist staff/students with supplemental materials needed to help students make academic progress
- iReady program to assess math and reading skills development and reading comprehension
- Individualized Educational Plans (IEP) developed for determining educational goals for students in special education
- After school tutoring in math
- Intervention for kindergarten through 5th grade during the school day

Fiscal support (EPC)

TBES receives general LCFF supplemental funds, Low Performing Student Block Grant funds, and lottery funds from WPUSD . In addition, the PTC provides funding to support enrichment activities and general classroom needs of all classes.

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

The school leaders will meet with the Parent Teacher Club to review the School Plan for Student Achievement on October 12, 2020.

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**
648	**9.6**	**1.5**	**1.1**
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	10	1.5
Foster Youth	7	1.1
Homeless	1	0.2
Socioeconomically Disadvantaged	62	9.6
Students with Disabilities	77	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.2
American Indian	5	0.8
Asian	29	4.5
Filipino	13	2.0
Hispanic	51	7.9
Two or More Races	24	3.7
Pacific Islander	2	0.3
White	504	77.8

Conclusions based on this data:

1. Students with disabilities is the largest student subgroup listed with 11.9% of the total population.

2. Socioeconomically disadvantaged students are the second largest subgroup on campus making up 9.6% of the population.

3. After the students who identify as white (77.8%), the second largest enrollment group by race is Hispanic (7.9%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The total number of suspensions has remained at less than five for the entire school population, but there was a slight increase by two and the color dropped to green at TBE.

2. Math is blue. Students are performing over 36 points above standard and increased by 5.7 points over the previous year.

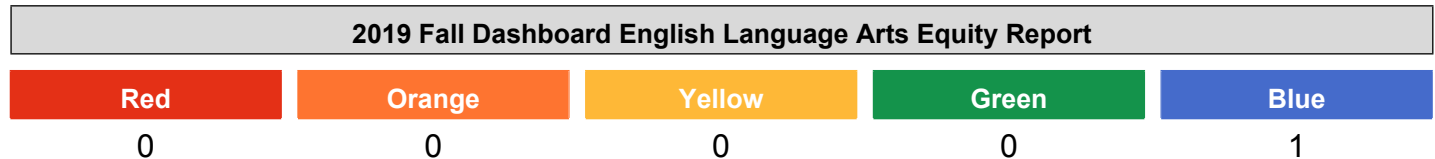**3.** ELA is green and students are performing over 43 points above standard.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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**
Green	No Performance Color	No Performance Color
43.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained ++1.8 points	7	
293		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.8 points above standard	10.8 points below standard
1	Maintained -2.3 points	Declined -14.3 points
	24	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	58.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3	2	Maintained -1.9 points	5
		16	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Blue
17.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	46.2 points above standard
Maintained -1.7 points	5		Increased ++3.3 points
25			236

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	Less than 11 Students - Data Not Displayed for Privacy	42.7 points above standard
2	5	Maintained ++1.1 points
		284

Conclusions based on this data:

1. Socioeconomically disadvantaged students scored 16.8 points above standard and maintained.

2. Students with disabilities decreased by 14.3 points and are 10.8 points below standard.
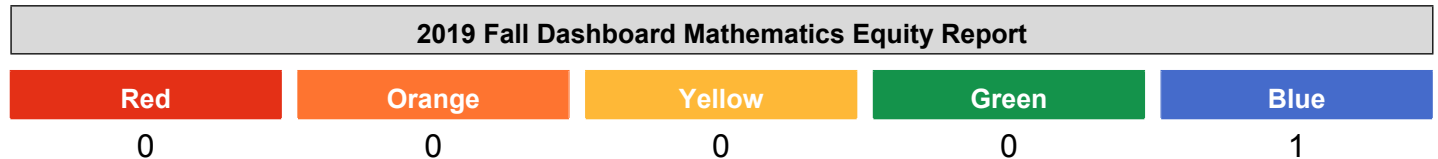
School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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	**English Learners**	**Foster Youth**
Blue	No Performance Color	
36.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.7 points		
293	7	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	9.4 points above standard	2.5 points above standard
	Maintained -1.4 points	Declined -13.3 points
1	24	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3	2	Declined -5.2 points	5
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
8.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy		38.6 points above standard
Declined -7.4 points	5		Increased ++8.7 points
25			236

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	Less than 11 Students - Data Not Displayed for Privacy	35.1 points above standard
2	5	Increased ++5.3 points
		284

Conclusions based on this data:

1. Students with disabilities declined 13.3 points and scored 2.5 points above standard.

2. Asian and Hispanic students both scored above standard, but declined by 5.2 and 7.4 points respectively.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	3
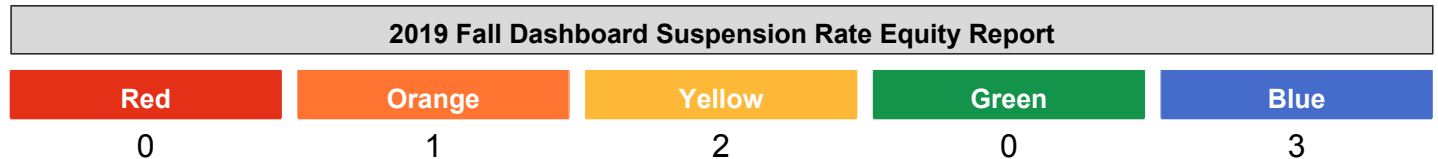
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.4	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.3	Maintained 0	10
668	13	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	1.5	0.9
3	Increased +1.5	Increased +0.9
	66	106

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
9	5	Maintained 0	15
		30	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Yellow
0	0	Less than 11 Students - Data Not Displayed for Privacy	0.6
Maintained 0	Declined -3.3	2	Increased +0.6
56	37		514

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0.4

Conclusions based on this data:

1. Suspension rates have remained low, although there was a slight increase in 2019. Socioeconomically disadvantaged students increased by 1.5%, resulting in an orange performance level.

2. The school utilizes PBIS interventions to address behavioral concerns.

3. The school focuses on building relationships with all stake holders to promote a positive school culture.

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

Goal 1

All students will reach high standards in Literacy (ELA), Mathematics, and Science.

Identified Need

Overall, the percentage of students meeting or exceeding standards in math and ELA have increased over the past three years as measured by SBAC data. In this time, 3rd grade ELA and 5th grade math did not make growth consistent with the rest of the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	Beginning of Year: ELA: 50% at or above grade level 36% one grade level below 14% two or more grade levels below Math: 39% at or above grade level 51% one grade level below 10% two or more grade levels below	End of year: ELA: 70% at or above grade level 28% one grade level below 2% two or more grade levels below Math: 70% at or above grade level 28% one grade level below 2% two or more grade levels below

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

- Educational Software for Guiding Instruction (ESGI)

- iReady ELA/Math Online Program from Curriculum Associates

- Increased educational opportunity/extended learning time

- Enrichment for students (GATE)

- Site Word Busters (Site word program for K-2nd graders)

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)
5000.00	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Enrichment School Supplies, Interactive Assemblies (Walk Through California Presentation, Walk Through American Revolution Presentation),
800.00	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Site Word Busters

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increased educational opportunity/extended learning time:

- After school tutoring

- iReady ELA/Math Online Program from Curriculum Associates

- ISP support time

- Updated intervention curriculum to mitigate learning loss

- Professional development for staff

- MTSS Team Meetings

- Progress Monitoring Software

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)
5000	Low-Performing Student Block Grant (LPSBG) 2000-2999: Classified Personnel Salaries Intervention Support Providers
1850	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Intervention materials
150	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Professional Development for ISPs
17500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Intervention Support Providers
2500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Hourly Costs for MTSS Team Members
8513	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Hourly Costs for after school tutoring
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Progress Monitoring Resources

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Staff professional development and workshops to increase knowledge base related to ELA Common Core Standards Instruction, Math Common Core Standards Instruction, Differentiating Instruction, Effective First Instruction, Writing, Response to Intervention, and technology to support instruction.

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

Amount(s)	Source(s)
2000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures

	Sub costs
1500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Additional pay for professional development after contract hours
2000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Canyon Creek (On-line conference scheduler)

- Homework Folders

- Student Planners

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)
254.00	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Canyon Creek
992.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Homework Folders
662.00	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Cost of planners (Grades 4 and 5)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- Use of ESGI, iReady, Illuminate and other electronic and district created assessment tools.

- Use of collaboration time for teachers to create formative assessments, share data, and plan instruction and determine enrichment/intervention needs.

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)
	No new costs associated

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Plan and prepare to adopt a school-wide academic support program (AVID) in 2021-22

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)
500	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Professional Development Costs
273	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Signage/Posters

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 progress one language level as measured by ELPAC.

Identified Need

16.67% of our English learners were Level 1's.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	16.67 of EL students at level 1	100% of the level 1 students will score level 2 or higher on their next ELPAC assessment

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)

EL students

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.

GLAD (Guided Language Acquisition Development) professional developments provided by the district

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

Amount(s)	Source(s)
500	Parent Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Professional development
4000	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Educational Materials
920	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Sub costs for professional development ($115 per sub, per day)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Monitor progress of our ELL students and provide more targeted, differentiated instruction.

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

Amount(s)   Source(s)

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

Grade level block times for intervention allow teachers and the Intervention Services Provider to address the needs of the various learners including English Language Learners.

In addition to integrated and designated ELD, English Language Learners utilize software program(s) designed to enhance vocabulary development.

iReady diagnostic and online lessons aimed at more targeted intervention.

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)
	Small group or 1-1 intervention time (See Goal #1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Translators are provided meetings such as Student Study Team (SST), Individualized Education Plan (IEP), attendance, parent teacher report card conferences to ensure parent involvement. ELL parents are also invited to serve on our School Site Council/ELAC committee.

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)
200	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Cost of translators

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

Improving School-Wide Engagement and Attendance (Virtual and In-Person)

Identified Need

Maintaining student engagement for both in-person and distance learners

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

Teachers and principal will monitor student engagement and attendance (both in-person and our distance learners).

A tiered system of intervention will be utilized to increase and maintain engagement in school, including ph

Teachers, supported by the principal, will participate in weekly, collaborative PLCs that focus on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice

with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding providing relevant independent assignments/projects; to ensure students meet grade-level standards in preparation for college and career readiness programs at the secondary level.

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)
500	LCFF-Base (Site Fund) Postage for SARB letters and parent communication

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

Grade levels meet with district instructional coaches to analyze and unpack CCSS in ELA to develop anchor text units in 4th and 5th grades and new Benchmark Advance materials in K-3rd to address the needs of the all students to ensure they meet grade level standards in preparation for college and career readiness programs at the secondary level.

Staff members participate in site/district and outside workshops to learn and implement effective first instruction strategies to address the various needs of the learners in their classrooms.

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

Amount(s)	Source(s)
	See Goal #1.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers/students use Lexile levels determined by iReady diagnostic to determine student's reading level and monitor progress towards those goals to help students increase reading fluency and their zone of proximal development in reading.

After school intervention allows students the opportunity to receive additional assistance in the content areas.

Grade level differentiation blocks allow teams of teachers/Intervention Services Provider (ISP) to address the needs of students below, at, and above grade-level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal #1.

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 feel supported at school and will receive instruction in a safe and well-maintained environment. The goal is to establish a clear, data-driven behavior and discipline tracking system based on PBIS and SWIS data-tracking.

Identified Need

Increase possible options for tier II interventions for students with multiple discipline referrals

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

Truancy letters sent to children with unexcused absences, arriving late and taking vacations during school times.

Incentives for citizenship and i-Ready usage.

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)

500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Certificates and Rewards 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

On-going PBIS Training

Purchase materials and supplies necessary to teach and promote PBIS school "ROAR" rules for students,
staff, and families.

Positive behavior/character education assemblies

SWIS Behavior Data System

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)
350	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures SWIS
1000	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Materials & supplies for ROAR store and incentives
3000	Parent Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Assemblies

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

Tiger Crew exists as our school "Leadership" group for interested 3rd-5th graders. They serve to give students a voice on campus and help plan, organize, and execute events.

K-Kids Service exists in conjunction with Kiwanis International which sponsors the club of service-minded 3rd-5th graders. They identify areas of need on campus and in the community and devise ways to serve and 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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increased campus supervision to ensure additional COVID-19 rules and safety protocols are followed

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)
2500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Campus Supervisors

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, both virtually and in-person.

Identified Need

Students at school and on distance learning need high quality access to their teacher and peers.

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

A web-based system allows the office and custodial staff to efficiently report maintenance problems and allows the school to keep abreast of progress as the problems are addressed by district maintenance staff.

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Office staff, admin, yard duty and custodial staff have up to date radios to communicate on campus.

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

Amount(s)	Source(s)
500	LCFF-Base (Site Fund) 5900: Communications Radios

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Security cameras have been installed on campus, and additional cameras will be added to assist with monitoring campus.

All classrooms have been supplied with emergency kits that include water and toilets. These supplies need to be updated to avoid expiration dates.

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-Base (Site Fund) 6000-6999: Capital Outlay Updated security cameras and emergency supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Each classroom is equipped with computers, document cameras, and projectors..

All students have access to a Chromebook at school during class.

Due to the wearing of masks, the teacher may need audio support so in-person and virtual students can hear through voice amplification devices.

All teachers have webcams and microphones. The quality of these may need to be upgraded depending upon the format of teaching students remotely.

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)
1500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Upgraded microphones, webcams, voice amplification devices.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

All students have access to standards-aligned instructional materials.

Grade levels meet with the district instructional coaches to create standards-based lessons using the district's anchor text unit maps.

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

All classrooms have been supplied with emergency kits, but some contents will need to be updated due to expiration dates

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)
500	LCFF-Base (Site Fund) 6000-6999: Capital Outlay Updated emergency kit supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

1, 2 & 5

Goal 6

Families will be valued as essential partners in the education of their children

Identified Need

Publicizing the positive happenings inside our classrooms and throughout campus

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)

Strategy/Activity

"Sunday Message" email and phone blast sent out via SchoolMessenger and Smore to parents; shows school calendar for the week, highlights school events, and student and teacher accomplishments.

Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs.

Staff send reports to parents to keep them abreast of students' progress. Teacher websites are current with necessary school/class information.

Parent information at Back to School Night to share assessment data, school goals, vision, etc.

Kindergarten Orientation Day is held prior to the beginning of school to help orient Kindergarteners as well as their parents with our program

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

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

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

K-Kids Service Club exists to find needs at school and in the community that can be met by the 3rd-5th grade students and adult leaders who run the program. K-Kids is sponsored by Kiwanis International, a service group founded on the ideals of helping children in our local communities.

Tiger Crew is our school leadership club for 3rd-5th graders. Along with being the student voice of our school, Tiger Crew also helps coordinate service events such as our canned food drive, Toys 4 Tots, Pennies 4 Patients, and other service projects that may arise. They often work in conjunction with our K-Kids

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)
200	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Tiger Crew
665	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Hourly pay for teachers supporting leadership

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Our YDI, school engagement, team meets either in person or via email to discuss how to continue giving our students an active voice in their school environment. A function of our YDI team is also how to continue outreach into our local community such as "adopting" families in need over the holidays.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We have a very active PTC that works closely with school staff to discuss and identify school needs; they then work in conjunction to determine to cost of addressing those needs and fundraising for them. Some of those events also are great for community outreach such as our Harvest Festival, Bingo Night, etc.

The PTC also hosts other community outreach events such as Parent-Child Dances, Bowling Nights, and Mother-Daughter Painting Party.

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)

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)	45,413.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	4,416.00
LCFF-Supplemental (Site Fund)	45,413.00
Low-Performing Student Block Grant (LPSBG)	5,000.00
Parent Teacher Association (PTA)	13,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,098.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	18,031.00
5000-5999: Services And Other Operating Expenditures	6,050.00
5800: Professional/Consulting Services And Operating Expenditures	2,650.00
5900: Communications	500.00
6000-6999: Capital Outlay	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Base (Site Fund)	500.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	1,916.00
5900: Communications	LCFF-Base (Site Fund)	500.00

6000-6999: Capital Outlay	LCFF-Base (Site Fund)	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	14,098.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	20,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	6,115.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	2,650.00
2000-2999: Classified Personnel Salaries	Low-Performing Student Block Grant (LPSBG)	5,000.00
4000-4999: Books And Supplies	Parent Teacher Association (PTA)	10,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association (PTA)	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,494.00
Goal 2	5,620.00
Goal 3	500.00
Goal 4	7,350.00
Goal 5	3,500.00
Goal 6	865.00

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

6 Parent or Community Members

Name of Members	Role
Will Middleton	Principal
Shavaun Davies	Classroom Teacher Parent or Community Member
Cindy Hood	Other School Staff
Leah Bassett	Parent or Community Member
Heather Manning	Parent or Community Member
Tara Albright	Parent or Community Member
Tracy Bridges	Parent or Community Member
Vesta Grewal	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 October 26, 2020.

Attested:

Principal, Will Middleton on 10/26/2020

SSC Chairperson, Leah Bassett on 10/26/2020