

School Year: **2021-22**

# 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
First Street School	31669516117493	November 3, 2021	December 21, 2021

## 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.

We build our school-wide yearly "focus areas" off of the district's LCAP and professional commitments. Our focus areas are a site-based extension of our district goals. This year, our focus will primarily be on math, and, more specifically, centering on math/academic vocabulary. Title I and site supplemental funds are braided together to best serve the needs of our students.

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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).

At the end of the 2020-21 school year, a parent survey via Google Forms was administered to parents. Special questions were also included to address COVID-19 related concerns/needs as we moved into the 2021-22 school year. The majority of our parents believe that First Street School provides a positive learning environment for their children. Some parents expressed an interest in having more affordable after school activities for their kids as well as bringing back after school homework help now that we are back to full day instruction. Also, given the fact that we were only in school half-day last year due to COVID-19, many parents commented on their desire to have their kids return to full-time school in the fall.

Additionally, the district administers the California Healthy Kids Survey (CHKS) every two years. It is set to be administered in February, 2022.

## Classroom Observations

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

As part of our district PLC's collective commitments, the principal conducts focused walk-throughs to reinforce and monitor the targeted areas in the plan. Formal observations will also be conducted as part of the certificated personnel evaluation process. We are also continuing with year three of AVID implementation, auditing our math practices, and spotlighting ELD strategies which involve classroom observations and targeted feedback. A focus of our professional learning last school year was the book FOCUS by Mike Schmoker, which highlights the high-leverage instructional practices necessary for effective first instruction. To that end, classroom walkthroughs and observations are now centered on looking for the following: the posting of essential learning targets; guided practice; checking for understanding; adjustments to instruction/reteaching; and independent practice/assessment. Our teachers and students continue to make substantial progress in these areas.

## 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)

The staff and administration analyze SBAC and ELPAC results on a yearly basis to determine areas of needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program and iReady diagnostic assessments three times a year. In addition to classroom-based, formative assessments, our teachers also administer and submit scores for the common assessments developed by Professional Learning Communities (PLCs). All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement. For example, recent SBAC scores from the 2020-21 school year are driving our focus on math/academic vocabulary as a means of improving our overall math scores.

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

Staff meet weekly in professional learning communities to evaluate specific formative assessments, develop short-term and long-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals. In addition, the school's administration and leadership team have developed action plans to address student achievement.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified as defined by the California Department of Education.

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

All teachers at First Street School are appropriately credentialed. They have access to each component of the core curriculum as well as supplemental materials used for intervention and extension. Teachers deliver the curriculum so as to address the content standards and utilize district pacing guides to ensure that students cover the necessary content each academic year. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities. However, a region-wide substitute shortage due to the COVID-19 pandemic has impacted our ability to access off-site professional development for the time being.

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

The last six school years, the staff has worked closely with district curriculum coaches to address alignment of the curriculum to the Common Core State Standards (CCSS). In an effort to effectively and efficiently implement the CCSS, the teaching staff at First Street School has engaged in professional development offered by the district and Placer County Office of Education. Each of the grade levels at First Street School continue to meet regularly and develop action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development and implementation of their action plans, collaboration time will be provided throughout the year (as substitute availability allows).

As part of our continued district and site focus areas, we will continue to train staff in Youth Development Institute (YDI) strategies, PBIS, TESS (direct instruction lesson design), and AVID methodologies. Site action plans were developed by the school's administration and leadership team; the plans will be used to guide our staff as we continue to shift the focus from what teachers are teaching to what students are learning. We are also beginning to design a school-wide Multi-Tiered System of Support (MTSS) to better align our available supports and interventions with student need.

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

District peer coaches (TOSAs) are available to work with teachers in English/Language Arts, math, and ELD. The district coaches are trained in GLAD strategies, youth development through the Youth Development Institute (YDI), PBIS, the TESS direct instruction model, Designated/Integrated ELD, and AVID; therefore, they will be able to assist our staff as we implement the GLAD, YDI strategies, AVID and TESS lesson design and delivery. The staff also receives assistance and support from PCOE curriculum experts. We are also working as a district/site to better understand the CA math framework and create more targeted lesson design and assessments. Also, new technology (Promethean Boards) has been added to classrooms enhance direct instruction to students; professional development was provided to staff prior to the school year to ensure a seamless transition to the new technology.

The district offered nearly a month of professional development opportunities this past summer, where teachers were paid to attend trainings to ensure that teachers were prepared to maintain high standards in the classroom - there was a focus on engagement strategies and social/emotional learning strategies. Our district recognizes that this kind of professional learning may be helpful year round, and so the summer PD will be relaunched over holiday breaks in order to provide real time/on time access. Site funds have been allocated towards collaborative time, special projects and professional development.

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

All teachers participate in Professional Learning Communities weekly. Typically, our PLC day is Monday afternoon, but our staff often connect at other times as well to follow up and continue planning. Additionally, our site has multiple cross-grade committees that collaborate around school-wide topics like MTSS and AVID, for example.

## Teaching and Learning

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

We are always auditing our practices and processes to ensure the greatest amount of core curriculum/instructional alignment to Common Core State Standards as possible. Our math adoption, EnVision by Pearson, was selected because of its alignment to Common Core State Standards. Since its adoption, we have discovered Ready Classroom Math and use that program as a supplemental material. 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. The district's curriculum coaches (TOSAs) continue to work on the refinement/improvement of the unit maps. We are also utilizing more i-Ready diagnostic and online lessons for both math and ELA. We also utilize AVID strategies and methodologies to continue improving first instruction and strategies to help students better organize and retain information.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

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

The district, with help of grade level teacher representatives, has developed pacing guides which teachers use to guide their instructional scope and sequence. Intervention is offered throughout the day by teachers during protected instructional time (in class) and intervention time (generally, class pull-out or small groups); these interventions are enhanced by the use of our special education teachers, instructional aides, and Intervention Support Providers (ISP).

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

Benchmark and the ELA units developed by certificated staff include curriculum extensions for English Learners, for advanced student groups and for students with disabilities. To further accommodate the needs of English Learners our school uses additional supplemental materials. Envisions Math by Pearson also offers extensions for special student populations. All supplemental materials are closely aligned to CCSS and are used as a basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: Ready Common Core and iReady by Curriculum and Associates, AVID materials, The Wright Skills, SRA reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

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)

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction scaffolded at their level. Through analysis of assessment results from iReady, ESGI, BPST, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as reading intervention and math support. After school math tutoring and cross-age tutoring are also available.

In an effort to combat the learning loss caused by the COVID-19 pandemic, elementary school libraries have extended the hours they are open (as staffing allows) to create a space where students can access tutoring and additional resources “after hours” to help with learning recovery. Additional ISP/aide time was also added to Kinder and first grade classroom (as staffing allows) to mitigate learning loss.

Evidence-based educational practices to raise student achievement

In addition to the core curriculum, staff use the Souday Reading Program, SIPPS (Systematic Instruction in Phonemic Awareness), Focused Approach frontloading strategies and GLAD teaching strategies, AVID WICOR strategies, core curriculum intervention and enrichment activities, district adopted EL materials, and more. Staff will use the TESS direct instruction model for lesson design and classroom instruction.

## Parental Engagement

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

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Family Resource Center is a community agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. after school program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School targeted after school math intervention four days per week. Students who attend the math tutoring have an opportunity to address skill deficits and complete their homework in a quiet environment, free from distractions and staffed with dedicated personnel and high school tutors to assist those students in need of help. Lastly, we now have a full-time school psychologist dedicated to our school and have Wellness Together, a contracted counseling group, that is on our campus two days a week meeting one on one with our most at-risk students and in small groups with other students in need of social-emotional support. Due to the COVID-19 pandemic, some in-person student supports and parent trainings have been suspended. Virtual replacements are being offered when available and appropriate.

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)

- \* ELAC
  - \* School Site Council
  - \* School Leadership Team
  - \* CHAMPS PTC
- (For details, see Stakeholder Engagement section of SPSA)

## Funding

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

Some of the services available at First Street School that are funded with categorical monies include: Intervention for underperforming readers in grades 1, 2, 3, 4, and 5; instructional aides to support small group intervention; technology that provides online interventions tools; etc.

## Fiscal support (EPC)

The site receives \$47/student for general funds, LCFF Supplemental funds, and lottery funds (\$500/teacher). First Street also receives federal Title I funds. The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

## **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**

We have begun a more extensive process for reviewing school information with staff, district, and community stakeholders. At the end of the 18-19 school year, we put out a detailed budget review of our funding streams and expenses. That review also included a look ahead to some initial ideas and plans for the 19-20 school year. In 19-20 and 20-21, due to the COVID-19 closure and followed by subsequent modified hybrid instructional model, we were not able to share out the same type of budget review, but we will again at the end of the 21-22 school year. In addition, a parent survey is conducted yearly to get some feedback on how the community feels we are doing and where they would like to see some improvements and changes. Each of the past three school years, we have reviewed the Fidelity Integrity Assessment with county facilitators and our Leadership Team to see where we had grown from the previous year and to help set goals for the upcoming school year; we have made steady, incremental growth over the past three years. Typically, as summer concludes, we are given district focus areas and "Non-Negotiables" or "Collective Commitments", and we use that information to review and revise our own site focus areas to make sure we were addressing district expectations in conjunction with our own site goals.

## Resource Inequities

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

Currently, all of our programs have equal access to classroom technology; instructional aides (IA's) and instructional support providers (ISP's) offer assistance to all students with the exception of our GATE classes. This is done to allow for more support time for the students in the greatest need. However, GATE students who have academic, behavioral, or socio-emotional challenges have access to supports as well.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.22%	0.2%	2	1	1
African American	%	0.67%	0.2%	2	3	1
Asian	1.59%	1.34%	1.2%	7	6	5
Filipino	0.91%	1.12%	0.5%	4	5	2
Hispanic/Latino	63%	67.11%	66.2%	277	300	276
Pacific Islander	%	0.45%	0.5%	2	2	2
White	30.5%	26.17%	28.8%	134	117	120
Multiple/No Response	%	1.12%	1.7%		8	7
<b>Total Enrollment</b>				439	447	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	67	47
Grade 1	72	75	56
Grade 2	45	66	70
Grade 3	102	64	80
Grade 4	71	105	63
Grade 5	74	70	101
<b>Total Enrollment</b>	439	447	417

### Conclusions based on this data:

1. While our enrollment has decreased slightly over the past two years (2021-22 & 2020-21), the general makeup of our student population has stayed basically the same. The slight enrollment decrease is likely connected to the one of the following: the COVID-19 pandemic, a new elementary school opening up in our district, and/or a dual language pathway beginning at a nearby elementary school.
2. Our student population remains largely bicultural: 67% Hispanic and 30% Caucasian.

# 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

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

## Goal 1

All students will achieve at high levels in English Language Arts and Mathematics, and EL students or students in need of intervention will be provided the assistance they require. In addition, through our AVID program, students will begin acquiring necessary knowledge and skills for college readiness.

## Identified Need

We have identified through state assessments and even our own growth monitoring tools that we have room to grow in ELA and math, but especially in math. To that end, we have set schoolwide goals in the area of math academic vocabulary in the hopes that a greater understanding of terms and concepts will lead to a deeper and broader understanding of the math concepts themselves. We will continue to offer instructional resources and staff professional development to help better understand the math framework at each grade level. We believe a better understanding of the frameworks and more targeted assessments of essential standards will help us begin closing the achievement gaps we may have in math. Also, we will continue to progress monitor basic skills in ELA and math in order to provide early, targeted intervention to students in need of additional help. Finally, we see the need for our students to begin understanding what college readiness means, and giving them the tools to be on track for college readiness as they progress through the grades.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	3rd grade proficiency - 43% ELA & 47% math; 4th grade proficiency - 41% ELA & 38% math; 5th grade proficiency - 53% ELA & 36% math.	We expect to see 5% gains in all areas at all grade-levels.
AVID Implementation Checklist	Initial goals met. (See AVID CCI Document)	Continue progress towards new goals. (See AVID CCI Document)
PBIS Progress/Fidelity Indicator	63% which is an increase of 6% over previous year.	Continue to show steady growth in PBIS implementation, reaching 70% by fall, 2022.
iReady	Overall iReady data In reading 35% are at grade level, 36% are within a grade	Overall reading scores will bring 50% of students to grade level, 35% are within one grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level, and 29% are two grade levels or below. In math 30% are at grade level, 48% are within a grade level, and 22% are two grade levels or more.	level, and 15% are two of more grade levels behind.  Overall math scores will bring 45% of students to grade level, 40% are within a grade level, and 15% are two of more grade levels behind.
Summative ELPAC	14% of English Learners (ELs) scored a 4, 40% of ELs scored a 3, 39% of ELs scored a 2, and 7% scored a 1.	We expect to see a 5% increase in students who score a 3 or 4, and a 10% decrease in students who score a 1 or 2.
California Healthy Kids Survey (CHKS)	Administered to 5th graders in spring 2020 (pre-COVID), the CHKS indicated that: <ul style="list-style-type: none"> <li>• 84% of students feel connected to school</li> <li>• 58% of students feel like they get to meaningfully participate in school</li> <li>• 85% of students understand school rules</li> <li>• 41% of students feel like their peers are well-behaved</li> </ul>	We will administer the CHKS in spring 2022. Through the continued development of YDI and PBIS we expect to see: <ul style="list-style-type: none"> <li>• 90% of students feel connected to school</li> <li>• 75% of students feel like they get to meaningfully participate in school</li> <li>• 90% of students understand school rules</li> <li>• 75% of students feel like their peers are well-behaved</li> </ul>

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) First Street School teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. The practices will include, but not be limited to: communicating clear learning objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to

students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) First Street School staff will participate in district coordinated curriculum mapping and calibration at each grade level that aligns instruction to Common Core State Standards SBAC assessment targets.

(c) First Street School will follow a district approved lesson pacing schedule and common assessment guide for each grade level. In addition to the district approved curriculum in math and ELA, we will also be using Ready Classroom Math to supplement our math instruction in grades 1st-5th.

(d) As part of the Professional Learning Community model, the teachers will continue to have weekly opportunities to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery based on curriculum-embedded assessment data.

(e) We will align AVID, GLAD, Visible Learning, and YDI strategies with TESS lesson design and delivery as a means of providing our students with effective first instruction based on the Common Core State Standards. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.

(f) In order to support the increased use of in-class technology use for programs such as iReady, Google Classroom, RAZ Kids, SeeSaw, FlipGrid, Kami, Pear Deck, robotics, etc., we are bringing in more Chromebooks to allow greater access for all of our students.

(g) To enhance our growth in the area of STEAM instruction, we have added 3-D printers for use in science. Additional access time to these 3-D printers, as well as robots and drones, will also occur in our GATE classes and as part of "Selectives" enrichment for students making above grade-level progress.

(h) In continued efforts to bolster the physical fitness of our students and add engagement to our physical fitness program during this COVID-19 period, we have again contracted with Sami's Circuit & Starstruck Showcase to offer virtual fitness and student motivation programs.

(i) Additional campus supervisor time for extended day kindergarten lunch coverage. Campus supervisors are being used as day long recess coverage to allow for smaller, more socially-distanced recess breaks.

### **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)  
4000-4999: Books And Supplies

	iReady, Quizlet, Freckle and more are used by some of our teachers to monitor and support growth in reading and writing; SeeSaw and Pear Deck are used as a direct instruction delivery tool.
5259.32	Title I 4000-4999: Books And Supplies CCSS aligned supplementary computer-based programs (Study Island, Amplify, RAZ Kids, etc.) will be provided to teachers for use as part of our intervention efforts.
8000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Library books and materials.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies CCSS aligned supplemental instructional materials Ready Classroom Math to assist in the instruction of math in grades 1st-5th.
8940.36	Title I 4000-4999: Books And Supplies Promethean Board technology made available to allow for use of online and in-class direct instruction
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies STEAM instruction through use of programmable robots, drones, 3D printers, coding equipment, etc.
11400	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Added campus supervisor time due to support recess breaks during COVID instruction. (spreading out breaks to support social distancing)
6900	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Ongoing mental & physical fitness enhancement. Sami's Circuit & Starstruck Showcase
922.96	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Replacement equipment for physical fitness and movement breaks.

## Strategy/Activity 2

## Students to be Served by this Strategy/Activity

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

All Students/EL's

## Strategy/Activity

(a) First Street School teachers, supported by administration, will participate in weekly, collaborative PLC's to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

(b) First Street School will implement an intervention program for students not making progress toward meeting the standard in core areas. This program works in conjunction with the iReady diagnostic and online instruction program. Together, they will allow us to have a better picture of student progress and learning as well as allow us to provide better and more appropriate intervention. The program will be based on researched, standards-aligned best options.

(c) We have hired instructional aides, ISP, and are paying stipends to kinder teachers in order to have the staff necessary to deliver targeted intervention to all students who need it.

(d) First Street School will use all available resources to implement a multi-tiered system of intervention to support struggling learners. This includes copy and paper costs necessary to implement intervention program.

(e) First Street School will provide classroom teachers with the technology and necessary supplemental materials (paper, magazines, etc.) needed for students to access all learning opportunities.

(f) First Street School teachers and administration will participate in "Walkthroughs" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners.

(g) First Street School will work closely with the director of supplemental programs & accountability and intervention specialist to ensure that proper intervention services are being provided for all unduplicated students not making adequate progress toward meeting specified learning targets.

(h) As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the Hispanic/English learner subgroup.

(c) Intervention Support Providers and instructional aides will work with students not making adequate progress toward meeting specified grade-level standards.

(i) Align research-based best practices (such as GLAD, AVID, Visible Learning strategies) with brain-based lesson design and delivery (such as TESS) as a means of providing our students, and in particular our English learners with effective first instruction. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.

(j) First Street School staff will research and make decisions regarding best options for supplemental resources for providing integrated and designated ELD to English learners in core areas

(k) To better meet the needs and close the achievement gap of our ELL students, we will be working with our district ELL TOSA to better track, train, and inform students on reclassification strategies and to better equip teachers to monitor and instruct their ELL students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Teachers will be provided with CCSS aligned materials and services to supplement the core curriculum.
39118.23	Title I 2000-2999: Classified Personnel Salaries Instructional aides (3 previous + 2 new hires) and ISP (1) to support classroom instruction and intervention
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures FSS teachers will use iReady as part of our student monitoring system.
33752	Title I 2000-2999: Classified Personnel Salaries FSS Bilingual Aide
1700	Title I 4000-4999: Books And Supplies Sunday, SIPPS, & Amplify Reading Intervention Training
348.04	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Copy paper & Copy costs to support intervention programs
4000	Title I 5000-5999: Services And Other Operating Expenditures Professional development, off hours planning/collaboration time, substitute costs

2100	Title I 1000-1999: Certificated Personnel Salaries SST Coordinator - Stipend Position for Jarma Jones
1200	Title I 5000-5999: Services And Other Operating Expenditures FSS staff will be supported with research-based training and supplemental resources to provide ELD to our English learners. Sub costs/supplies related to three training days with Carrie Garbett.
1458.06	Title I 4000-4999: Books And Supplies Flexible seating to support student learning needs.

### 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

- (a) First Street School teachers will continue to participate in Youth Development Institute training when offered by the district.
- (b) First Street School will implement the youth development supports and opportunities plan that was developed to ensure safety, relationships, engagement, community involvement, and skill building for youth.
- (c) First Street school will participate in coaching and other supports provided by the district to ensure success in implementing the development supports and opportunities.
- (d) We are in year two+ of PBIS implementation. The purpose of the program is to establish consistent school-wide behavioral expectations and positive reinforcements. It is also a means establishing positive behavioral interventions supports.
- (e) Our district has also contracted with Wellness Together to offer student 10-week mental health/group counseling.
- (f) EduClimber behavior data tracking program to monitor effective program implementation and areas of need.
- (g) To fully implement the program, additional training, materials, assemblies, etc. need to be purchased.
- (h) Student incentive trip for positive behavior and good academic performance.

**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 A group of teachers and the school principal were trained in YDI in the summer of 2015; a second group of teachers were trained in the summer of 2016. As additional training is offered, more staff will participate.
5500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Training and substitute teacher costs for ongoing PBIS trainings.
3000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Program implementation materials, assemblies (Bucketfillers, Touch of Understanding, NED SHow), guest speakers, banners, signs, student incentive cards, etc.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies Socio-Emotional Learning Program
6000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Incentives/rewards for positive behavior and academic performance, including non-academic field trips.
20000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Funds set aside for off-hours Program Lead/Team worktime (PBIS, AVID, School Engagement, GATE, etc.) and grade-level collaboration time.

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

(a) Attendance by four (4) staff members at the AVID Virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID WICOR practices school-wide.

(b) Instructional support materials such as Promethean Boards, headphones, computer mice, etc. will be purchased to support focus during in-person and distance instruction.

(c) In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles.

(d) 2nd-5th grade AVID college visitation field trips will resume this year.

(e) Ongoing professional development through Curriculum Associates to enable staff to better utilize the Ready Common Core math materials and the iReady online program.

(f) Additional on-line instructional support materials.

### 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)
7907.03	Title I 4000-4999: Books And Supplies In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles.
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Staff PD through Curriculum Associates (iReady & Ready Common Core)
3500	Title I 5000-5999: Services And Other Operating Expenditures AVID XP virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID practices school-wide.
1500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Student agendas (School Date Books & School Specialties)

24000

Title I

5000-5999: Services And Other Operating Expenditures

AVID college visits and other instructional field trips

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

During the 2018-19 school year, a need was identified to continue to bolster first instruction, both through delivery and access to necessary instructional tools and supports for teachers and students. The that end, we have added professional development and materials in the areas of AVID and the use of Ready Classroom Math/iReady programs, as well as reemphasizing basic, effective FAST framework teaching methodologies. We have also added Chromebooks to the point of being a 1-1 school, as well as Promethean Boards in all classrooms, so access to technology will never be an obstacle or barrier. The educational background of many of our parents does not reach the college level. As such, we have noticed that many of our students do not know much about college, let alone how to become college eligible and ready.

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

Our goal this year, by continuing our implementation of AVID, is to provide our students with the necessary skills, knowledge, and mindset necessary to reach college and beyond. We are also taking students on college visits in grades 2nd through 5th so they can be educated, knowledgeable, and inspired in regards to college attendance.

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

Continuing to move towards school-wide AVID this year and returning to the college visits is our next step towards educating and preparing our kids for the road to college. We will also continue having a weekly "College Knowledge" update with information about a different college weekly!

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School & Community Engagement

## LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

## Goal 2

All students will receive instruction in up-to-date and well-maintained environments. All families will have access to frequent and multiple modalities of communication.

## Identified Need

Based on our demographics, we know that not all of our students and families have the same access to technology as other kids in our district. Because of that, we feel it is our responsibility to make sure kids have adequate access to technology, both in the form of hardware and software necessary to keep them on par with other kids throughout the district. Communication with our families can sometimes be challenging because of their access to technology and the fact that many have a primary language other than English. Due to that fact, we do everything we can to make information available in multiple ways and in multiple languages. Also, we want to make sure our families have the tools and information necessary to help support their students academically, behaviorally, and socio-emotionally. Our district has purchased licensing for Parent Square as a primary means of reaching families via email, text, phone blast, etc.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey & Parent Meetings	Past parents surveys have indicated over 95% school satisfaction rate. * Last year's survey indicated a decrease in satisfaction scores, however, we only received a 10% response rate. So those scores in conjunction with COVID concerns may not be indicative of accurate schoolwide feelings of satisfaction.	We would like to again garner more participation in parent meetings and responses to parent surveys that continue to indicate high levels of student and parent satisfaction.
California Healthy Kids Survey (CHKS)	Parents were administered the parent module of the CHKS in spring, 2020. The results related to feeling engaged with the school community were:	Parents will be administered the parent module of the CHKS in spring, 2022. Through increased communication and efforts to encourage parent participation, we hope the results will show improvement

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• 22% of parents (district-wide) feel that our schools actively seek parent input before decision-making</li> <li>• 41 % of parents (district-wide) feel that our schools allow input and other parent contributions</li> <li>• 48 % of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations</li> </ul>	<p>by at least 10%:</p> <ul style="list-style-type: none"> <li>• 32% of parents (district-wide) feel that our schools actively seek parent input before decision-making</li> <li>• 51 % of parents (district-wide) feel that our schools allow input and other parent contributions</li> <li>• 58 % of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations</li> </ul>

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) First Street School teachers will be provided with the necessary technology to enable them to provide their students with a 21st century learning environment.

(b) First Street School will implement the district standard for technology to ensure all students have equitable access to all areas of the curriculum.

(c) Technologies at First Street School will be updated, replaced or added in order of priority.

(d) Rosetta Stone language software and headphones for student language enrichment.

### 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)
4500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies STEAM materials to support instruction in our GATE classes (\$1,500 per class).
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Headphones for Rosetta Stone.

## 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

(a) First Street School will continue to implement components of the YDI plan referring to increased parent involvement (ie. Sami's Circuit Virtual Family Nights and other school and PTC-sponsored events).

(b) First Street School will address the identified needs in the needs assessment survey completed by the school's English Learner Advisory Committee.

(d) First Street School will work to make information more available to families through district Parent Square and Peachjar programs, as well as through the implementation of a bilingual school newsletter (Roadrunner Weekly) and Facebook.

(e) First St. School will host virtual "Parent Informational Nights" to help keep parents informed on current issues and resources available to support parenting.

(f) First Street School will participate in the development of a comprehensive district parent involvement plan that includes tenets for two-way communication.

(g) First Street School will continue to provide students with agendas or folders to facilitate two-way communication with our families.

(h) First Street School will participate in an end of the year bilingual parent survey to better inform of us of parent needs, interests, and concerns.

(i) First Street School will employ Illuminate and other online grading programs to support parents in accessing student learning information online and in communicating with teachers and administration.

(j) First St. School administration and teachers will keep their websites up to date to facilitate parent tracking of student work and activities.

(k) First St. School will purchase school calendar magnets for family home use.

(l) First Street School will work closely with the parent/school/community liaisons to improve communication between school and home.

(m) First Street School will be part of a system that collects data around community involvement.

(n) First Street School will continue to seek out partnerships with organizations such as SCHOOLS, PAL, Rotary, Lions, Kiwanis, etc. to ensure all students' achievement and success.

(o) First Street School will continue to solicit parent volunteers to support student learning and school projects as is safe and acceptable within COVID protocols.

**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)
1200	Title I - Parent Involvement 5000-5999: Services And Other Operating Expenditures We will contract with Wellness Together and other outside agencies to identify and lead bi-lingual informational nights for parents.
	Title I - Parent Involvement 5000-5999: Services And Other Operating Expenditures Virtual "Family Fitness Nights" with Sami's Circuit. (Covered under physical fitness in goal 1.)
	LCFF-Supplemental (District Fund) None Specified ELD and other courses are (for parents) offered through the district's continuing education program.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies The district has purchased a newsletter writing program (S'more) which allows us to send out our Roadrunner Weekly in multiple languages.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies The district has purchased a parent communication program (Parent Square) that will allow us to reach families through the use of their computers, smartphones, etc.
574	Title I - Parent Involvement 2000-2999: Classified Personnel Salaries

	We have paid classified staff to work virtually and in-person to sign parents onto the Parent Portal and help support our Parent Info Nights.
509	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures First Street school teachers will use Illuminate and other programs (Jupiter Ed) as a means of communicating with parents.
	Title I 4000-4999: Books And Supplies First Street School Students in 3rd-5th grades will receive an agenda or a folder to facilitate two-way communication with families. See goal 1 for cost details.
637	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Calendar magnets for family home use.
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries Full-time, on-sight Parent Liaison - Communication between school and home will improve as well as parent involvement.

# 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
Title I	132,935	0.00
Title I - Parent Involvement	1,774	0.00
LCFF-Supplemental (Site Fund)	71,080	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	637.00
LCFF-Supplemental (Site Fund)	71,080.00
Title I	132,935.00
Title I - Parent Involvement	1,774.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,100.00
2000-2999: Classified Personnel Salaries	84,844.23
4000-4999: Books And Supplies	52,672.77
5000-5999: Services And Other Operating Expenditures	46,809.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	637.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	20,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	11,400.00

4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	26,771.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	12,909.00
1000-1999: Certificated Personnel Salaries	Title I	2,100.00
2000-2999: Classified Personnel Salaries	Title I	72,870.23
4000-4999: Books And Supplies	Title I	25,264.77
5000-5999: Services And Other Operating Expenditures	Title I	32,700.00
2000-2999: Classified Personnel Salaries	Title I - Parent Involvement	574.00
5000-5999: Services And Other Operating Expenditures	Title I - Parent Involvement	1,200.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	198,506.00
Goal 2	7,920.00

# 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
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sue Wagner	Classroom Teacher
Lupita Parker	Other School Staff
Rey Cubias	Principal

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**

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 3, 2021.

Attested:

Principal, Rey Cubias on 11/3/2021

SSC Chairperson, Vickie Vineyard on 11/3/2021