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
Creekside Oaks Elementary School	31669516098610	November 15, 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.

The school's plan is to use a MTSS approach to have every student succeed. To support the majority of the students on campus we are investing in the teachers by supporting best practices for first instruction. First instruction (Tier 1) is supported through different programs to build the capacity of our teaching staff. This includes AVID trainings and implementing AVID Elementary, math instruction through the TESS model, math alignment and data cycles, supplementary curriculum to increase the rigor and depth of our teaching materials, ELD training, teacher collaborations through the PLC process, and iReady and iStation (for the bilingual immersion program) to level and group students based on their academic needs.

For tier 2 academic support we use the SST process to monitor students and add supports. This includes using aide supports at all grade levels to create intervention and extension groups, teacher tutoring, accommodations and scaffolds to assignments, extended time, differentiation if needed, EL language support through designated, integrated, and extended day teaching, and an after school homework club. For tier 3 academics we offer services through our district's Special Education program.

For behavioral supports at the Tier 1 level, we are a PBIS school that implements positive supports to motivate school behaviors. We are a bucket-filling school that looks at ways to build community through the YDI process. For tier 2 behavior supports we offer group counseling through Wellness Together and the school psychologist, staff mentoring and ghost mentoring, lunch groups, check-in and check-out, recovery, and guided breaks.

All of these programs are supported by state and federal funds, including LCFF Supplemental and Title I funds.

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).

Based on the latest survey information, there is a general sense of satisfaction for the performance of Creekside Oaks. Parents feel welcome, that their children are receiving a good education and that we are creating a positive learning environment. Areas that show room for improvement are related to students treating each other kindly, continued gains and improvements in academic achievement, updating school safety, supporting EL students in closing the achievement gap, upgrading the technology on campus, how to best support special needs students in their least restrictive environment. and working with the PTO to bring back a sense of community in the organization.

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

The school principal observes teachers both formally and informally on a regular basis with a goal of 10 informal classroom walkthroughs each week. Teachers are formally evaluated every other year, however walkthroughs and informal visits are common. Probationary teachers are formally observed three times a year, permanent teachers are formally observed at least once every other year. During observations, the principal checks for teaching effectiveness and student engagement. Reminders are given to staff through observation forms or during staff meetings if there are some research-proven, high-leverage strategies that are not being observed in the classroom. This feedback is provided through drop-in forms and meetings with the teachers after classroom visits.

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

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

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

Standards, Assessment, and Accountability

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

Grade level teams work as Professional Learning Communities to analyze state, district, and grade level student assessment data and provide intervention to those students that need additional support. Assessments include:
* SBAC
* ELPAC
* Illuminate (student data management system) provides teachers with a way to analyze student scores and their progress on assessments to determine the types of interventions needed.
* iReady provides another way to analyze student scores and offers interventions appropriate to their skill level.
* iStation is used in our bilingual immersion program to analyze student scores and offer interventions appropriate to their skill level.
* PLCs are creating common assessments (some through the Illuminate system)
* Ready Common Core, handwriting without tears, and site work programs
* ESGI
* AVID elementary
* TESS math

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

Teachers utilize data from assessments to make decisions on intervention and enrichment groups so that students can receive the targeted instruction necessary to address their needs. This data analysis allows teachers to pinpoint specific skill deficiencies that students have. The ISPs work with grade level teams to assist with small group interventions and support students with learning loss or deficiencies. The groups are dynamic and flexible and change throughout the year based on need. Our MTSS team is also monitoring student progress and ensuring that those students who need support are provided with opportunities to improve.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members of Creekside Oaks meet the requirements for Highly Qualified status.

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

There are sufficiently credentialed teachers and they have received the necessary professional development to effectively utilize the district adopted and state approved instructional materials.

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

All staff development opportunities are aligned with the district annual goals and professional development plan as well as that of the school site and the assessed needs of the student. Due to substitute shortages in the district, the staff is unable to access all available professional development opportunities. A number of district trainings and PD have been cancelled or postponed because of staffing shortages.

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

WPUSD provides three teachers on special assignment (TOSAs) who are available to work with individuals and teams of teachers to develop effective instructional programs through lesson studies, analysis of the standards, and through coaching and observation.

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

Our school returned to a more standard schedule this year and PLC work takes place on Monday afternoons. Teachers collaborate to discuss effective teaching of the standards and of the analysis of student achievement data, identifying which students are in need of additional intervention, and which need additional learning through enrichment activities.

Teaching and Learning

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

* The report card is aligned to standards.
* Core subject areas, materials, instruction and assessments are aligned with the current state standards.
* District adopted curriculum is used in language arts math, science, social studies and visual arts.
* Teacher use supplemental materials where needed for specific grade/subject areas.

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

Creekside Oaks fully adheres to the recommended instructional minutes for reading/language arts and mathematics. Teachers develop weekly lesson plans as well as long-term plans. Those plans meet the instructional minutes in each curricular area. Teachers track PE minutes weekly to ensure student participation in regular physical activity. Students have opportunities throughout the week for science, music and library time.

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

Grade levels in the Wester Placer Unified School District have created district wide year long pacing guides for each member of a grade level to follow when teaching a subject. Creekside Oaks incorporates reading and math intervention opportunities to support students at all levels and abilities.

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

Teachers and students in both general education and special education have access to standards based textbooks and supplemental materials.

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

All materials adopted and used by district teachers meet the requirements of the CDE.

Opportunity and Equal Educational Access

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

* Weekly grade level meetings (PLCs) are scheduled by grade level teams so teachers can evaluate student progress and determine proper interventions to provide additional support.
* Grade level teams provide universal access time where under performing students can receive instructional support.
* All English Learner students receive ELD instruction daily from a credentialed teacher (designated/integrated).
* Student Support Team (SST) meetings are held to assist students/parents with ideas and guidelines for assistance at home and at school. This is done through our MTSS team.
* AVID
* TESS
* District paid aide in Kindergarten to further support instruction
* Additional aide time in kindergarten and first grade to support instruction
* Targeted intervention at all grade levels four days a week supported by ISPs

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

Creekside Oaks is implementing various practices to improve student achievement. One practice includes the use of Professional Learning Communities, where teachers meet weekly to collaborate on improving instruction and developing interventions to re-teach students who need additional support. Additionally, teachers have received some training through the use of checking for understanding, the explicit teaching of academic vocabulary, creating close reading lesson plans and addressing needs of English Learners. Currently our ELA lesson designs include various strategies that help students learn and develop vocabulary through utilizing various types of graphic organizers. Teachers also provide opportunities for students to analyze text and find answers /information in that test as they are reading and preparing to write about. To continue to raise student achievement, teachers are being trained brain-based math instruction (TESS model) and we are working on note taking, organizational skills, WICOR, Costa's level of questioning and the growth mindset through AVID.

Parental Engagement

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

* Full-time school psychologist on campus to assist with student mental health, small group counseling, and assist with other supports for students and families.
* STAR day care program for academic, recreational and enrichment activities.
* CARE after school program for academic, recreational and enrichment activities.
* MTSS approach is used to monitor students and provide academic and behavioral support as needed.
* Wellness Together student counseling is available to help high need students.
* Social skills counseling is provided to students.
* Lighthouse Resource Center in the city of Lincoln, services for family, parent, student counseling and guidance services.
* SST meetings to assess and assist student needs with faculty/parent input.
* Parent/teacher conferences
* PCOE and WPUSD staff development
* Special Education programs.
* Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.
* Use of Google Classroom, Kami, SeeSaw and other programs to share resources, assignments and communication
* Instructional assists for academics and funds available.
* Library time scheduled for all students weekly
* ELAC meetings four times a year for parents of English Language Learners
* Instructional Support Providers (four for traditional classes and one for bilingual immersion program)
* We have a bilingual parent/school/community liaison to help all families she assists Spanish speaking families with school communication
* After school tutoring/homework club is available as extra academic support
* Active school site council that meets to better support students and families of the school

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)

The school leadership team, School Site Council and ELAC meet regularly to assist in the planning, implementation and evaluation of school programs that utilize Title 1 and/or LCFF funds. Other opportunities for involvement include: parent information nights, parent engagement team to help connect parents to the school, Latino Literacy Program, staff meetings, Parent Liaison, office PLC meetings, AVID meetings, YDI meeting and school safety meetings. Stakeholders from all groups had similar concerns: how to help students adjust to a "normal" school day in academics, behavior and mental health supports. Their concerns directly impacted our plan for this year as we added ISP positions, a full-time school psych, tutoring and small group counseling.

<u>Funding</u>

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

Five Intervention Service Providers (ISPs) provide reading and math intervention support for students who are under performing. Four ISPs work with the traditional classes (K-5) and one ISP works with our bilingual immersion students in grades K-1.

Fiscal support (EPC)

Fiscal support includes, but is not limited to, Title 1, supplemental and general fund dollars.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to create our SPSA input comes from different stakeholders. This includes the school's leadership team, the ELAC team, the school site council, classified staff meetings, certificated staff meetings, and alignment with LCAP goals. Each group is asked and looks at school/student needs through data checks and surveys. Once the plan is created different groups will look over the plan and the school site council approves it. ELAC met on September 21, 2021, and the School Site Council met on September 29, 2021, to discuss the SPSA. The committees met again on October 19 (ELAC) and November 15 (SSC) to approve the SPSA.

Resource Inequities

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

Our school does not have a gym/multi-purpose room or space for school performances or assemblies. The cafeteria is very small and does not include a stage or indoor space where we can fit our entire school for an assembly or performance. This lack of space prohibits our students from the opportunity to participate in activities like students at other schools in the district. In order to hold performances we have to request use at the community center next door and this requires an immense amount of set-up time. In addition, rainy or inclement weather days require students to spend recess in their classrooms rather than in a cafeteria or gym/multipurpose room.

School safety remains a priority on campus. Not all classrooms at Creekside Oaks have Columbine locks (the ability to lock the door from the inside). In the event of an emergency, it could be a challenge to lock doors because some teachers would have to open their doors to lock them.

The COVID-19 pandemic has shown that access to reliable internet and technology is an inequity in the school community. In addition, there are visible differences in student supports at home. Some households do not have an adult staying at home to help students during distance learning. Also, some adults struggle with language and knowledge surrounding technology. We continue to do our best to support students and families impacted in this way.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.33%	0.49%	0.7%	2	3	3
African American	3.8%%	2.63%	1.8%	23	16	8
Asian	2.00%	1.64%	1.6%	12	10	7
Filipino	3.01%	1.97%	0.9%	18	12	4
Hispanic/Latino	32.27%	35.96%	45.4%	193	219	203
Pacific Islander	0.50%	0.33%	%	3	2	
White	51.17%	48.93%	42.7%	306	298	191
Multiple/No Response	%	0.82%	5.8%		44	26
			Total Enrollment	598	609	447

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	142	136	95
Grade 1	81	96	65
Grade 2	97	85	64
Grade3	93	97	63
Grade 4	88	96	82
Grade 5	97	99	78
Total Enrollment	598	609	447

Conclusions based on this data:

1. We have a diverse school, with this we have different groups with different needs.

2. With the opening of the new elementary school in the district, our enrollment numbers have declined.

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 graduate from high school college and career ready.

Identified Need

All students with a focus on low achieving students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will increase academic achievement as measured by iReady diagnostic tests in reading and math.	iReady diagnostic test 1 will serve as baseline data.	Student iReady scores will increase 20 or more points in reading and math.
SBAC test scores	For all students during the 2020 - 2021 school year in ELA, 54% of students met or exceeded state standards. For math, 38% of all students met or exceeded state standards. For ELA the overall distance from three is (-4). For math, the overall distance from three is (-25)	Increase achievement and progress on SBAC for grades 4-5. The percent of student meeting or exceeding state standards in ELA will increase to 60% and increase math to 45%
Summative ELPAC test scores	For all grade levels 2020 - 2021 ELPAC scores; 11% score at a level 1, 32% score at a level 2, 38% score at a level 3, and 19% score at a level 4.	Increase achievement and progress on Summative ELPAC SBAC for grades 4-5.
English Learner reclassification rates	For the 2020 - 2021 school year 16.8% of students are designated English Learners. 3.8% of students are Fluent-English-Proficient and no	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students were re-designated during this school year.	
Maintain attendance rate of 90% or better for all students.	Current attendance rate is 92%	Given the protocols for COVID and quarantines, etc, maintain an attendance rate higher than 90%.
California Healthy Kids Survey (CHKS)	Administered to 5th graders in spring 2020 (pre-COVID), the CHKS indicated that: • 84% of students feel connected to school • 58% of students feel like they get to meaningfully participate in school • 85% of students understand school rules • 41% of students feel like their peers are well-behaved	We will administer the CHKS in spring 2022. Through the continued development of YDI and PBIS we expect to see: • 90% of students feel connected to the school • 75% of students feel like they get to meaningfully participate in school • 90% of students understand school rules • 75% of students feel like their peers are well-behaved

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

* School staff will collaborate in the implementation of MTSS for student support services. Staff and students will utilize resources and supports so all students will have access to strategic intervention and enrichment support. This will connect with SSTs, 504s and resource classes as needed. This will also connect PBIS.
* Low income and English Learner students struggle with academic language and lack the vocabulary necessary to make grains in their assessments. Supplementary materials and supplies will help these students gain the skills needed to close the achievement gap.
* Ongoing purchase of library and instructional materials to supplement instruction.
* 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; providing frequent, targeted feedback to students on their progress; use of GLAD and AVID strategies; and creating a positive learning environment where students are safe and actively engaged.

* Grade level teams will have the opportunity to meet on a regular basis to collaborate, plan and create common formative assessments and review student data to make informed instructional decisions.
* AVID Strategies and organization.
* Supplemental materials, supplies, and programs may be purchased to support and enrich the core curriculum and provide intervention and enrichment for student achievement
* Students participate in intervention or enrichment programs as applicable. Instructional Support Providers (ISPs) are utilized to support instruction during this time.
* Alignment of Instruction with CA Common Core Content Standards. All instructional supplies and material purchased will be related to approved content standards and curriculum. Lesson plans are developed to align with Common Core standards. Benchmarks for achievement are developed to align with Common Core standards and are designed to be used as a gauge for measuring progress.
* Teachers, support staff, and administrators will participate in a 4-day youth development institute offered by the district as available. School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill-building for youth.
* Positive behavior recognition and incentives are utilized in conjunction with our Wellness Together program. Perfect attendance recognition as well as academic and character awards are given each trimester. School-wide positive behavior recognition program elements implemented which include reward incentives, and special activities.
* Weekly clearing of unverified absences
* SARB/Attendance letters generated and sent on a regular basis
* Review of students receiving letters
* Meet with families to assist in improving attendance and providing support services
* Conduct Home visits
* Goals will be reviewed in School Site Council meetings, ELAC/parent meetings and staff meetings.

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

Amount(s)	Source(s)
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries Grade level PLCs will continue their work with the district educational services department to develop curriculum unit maps and instructional guides for English language arts that are aligned with CCSS and SBAC assessment targets. Additionally. they will identify and purchase the instructional materials/resources needed to

	ensure students meet or exceed grade level standards.
1500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books in both Spanish and English. Additional instructional materials, computer site licenses and programs will be purchased as needed to provide additional support for students in progressing to the grade level standard.
3000	Title I 4000-4999: Books And Supplies ELA and Math supplemental materials
3900	Title I 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books in both English and Spanish. Additional instructional materials, computer site licenses and programs will be purchased as needed to provide additional support for students in progressing to the grade level standard.
2500	Title I 4000-4999: Books And Supplies AVID supplies for students and classrooms
	LCFF-Base (District Fund) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes and other relevant artifacts.
3713	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID supplies for students and classrooms
9000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Creekside will continue to work at becoming an AVID demonstration school, including registration (and all related conference costs) for summer institute.

	LCFF-Supplemental (District Fund) 5800: Professional/Consulting Services And Operating Expenditures Use of iReady or iStation (for the bilingual immersion program) or other computer based programs track student progress and provide targeted practice at each student's individual level.
86500	Title I 2000-2999: Classified Personnel Salaries The equivalent of four six-hour Intervention Service Providers (ISPs) work with the intervention teacher to create additional intervention groups.
15000	LCFF-Supplemental (Site Fund) After school tutoring program to support all students with additional academic support.
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplemental supplies -- supporting intervention and academic support programs
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies 10% of copy costs, including machine leases associated with the implementation of school wide intervention and after school tutoring programs.
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies 10% of ink cost for teachers to implement GLAD lessons for language arts and TESS math lessons.
400	Title I 4000-4999: Books And Supplies 10% of ink cost for teachers to implement GLAD lessons for language arts and TESS math lessons.
1765	Title I 4000-4999: Books And Supplies 10% of copy costs, including machine leases associated with the implementation of school wide intervention and after school tutoring programs.

	A YDI team will meet regularly to look at the culture and climate of the school. The will evaluate programs and continue to build an empowered school culture.
3700	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Behavior committee training
1000	Title I 4000-4999: Books And Supplies PBIS rewards program to give positive incentives to students
3500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies PBIS rewards program to give positive incentives to students

Strategy/Activity 2

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

English learners

Strategy/Activity

* All teachers will work toward becoming GLAD certified
* All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged
* All teachers will provide integrated and designated ELD to English learners.
* Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts
* Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable
* Curriculum embedded resources will be utilized to support student's access to core curriculum through the use of research-based strategies such as those identified in GLAD and the WPUSD ELD Institute
* School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.

* Because of language barriers at home, English Learners also need support in completing their homework.

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)
	District English language arts action teams will work with the educational services department to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and the ELD standards. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards.
	Teachers will collaborate during PLC meetings to determine the best way to provide effective instruction to English Learner students and support them in their learning.
	Reports from Illuminate that are specific to English learners will be given to teachers to monitor student progress and identify areas of need for improvement.
3894	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Teachers in grades K-5 will have access to Scholastic and Time for Kids to increase reading skills and language acquisition.
	Systematic and organized processes will be established from the site English Language Learner committee on how teachers will provide both designated and integrated instruction daily to English Learner Students through information gathered from trainings and state documents from the department of education.

	Teachers will consistently implement these processes to support English Learner students across all subject areas.
	Site end of semester reading assessments will be given to continue to monitor English Learner progress and identify areas of need for improvement.
4000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An after school homework club / tutoring program will be expanded to support students struggling in school to complete their homework.

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

Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)   Source(s)

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.

Resources have been targeting best first instruction strategies through learning AVID, TESS, and GLAD strategies. We also use an intervention model through data tracking to meet students individual needs. This has been accomplished through ISP support, collaboration time, PLC time, data cycles through TESS, supplemental resources, access to technology, connecting with parents and the community for support, and creating meaningful relationships on campus. We are determined to return to a green level status in both math and language arts on the California School Dashboard as students adjust to being back in school full-time.

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

We have followed the budget and have not had any major spending differences.

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.

From the analysis we need to focus on learning loss from the school closures and distance learning. As student spend more time adapting to being back in school, we need to use invention groups and PLC time effectively.

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

Identified Need

Increasing positive parent involvement at school events, creating relationships to support student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment from parent nights, Back to School Night and Open House	Due to COVID, back to school night was virtual and very well attended with 80% of parents making an appearance in a virtual meeting with teachers.	Continue to offer parents virtual and in-person meetings so attendance is convenient to their schedules. Keep back to school night attendance above 80%.
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: • 22% of parents (district-wide) feel that our schools actively seek parent input before decision-making • 41 % of parents (district-wide) feel that our schools allow input and other parent contributions • 48 % of parents (district-wide) feel that our schools	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 by at least 10%: • 32% of parents (district-wide) feel that our schools actively seek parent input before decision-making • 51 % of parents (district-wide) feel that our schools allow input and other parent contributions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	encourage parents to be active partners in their students' educations	• 58 % of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations

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

* Parent education will be provided through continuing education (once COVID-19 health restrictions are lifted).
* School site will also provide regular opportunities for parents to receive education through a variety of school events: parent information nights, ELAC meetings and classes and other online resources.
* School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Jupiter Ed, Parent Square, Smore for weekly Hawk Headlines newsletters, parent-teacher conference scheduling as well as website maintenance and the use of social media
* A parent liaison will be utilized to provide translation/interpretation services for our Spanish speaking families
* Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education nights, newsletters, flyers, phone calls
* School site will implement the use of AVID binders and weekly electronic newsletters to consistently send home information for families on a regular basis
* School site will use Google Classroom for instructional and communication purposes
* School site will continue to develop and maintain the school's website
* Parents and community members will have access to computers at school for communication and educational purposes
* School site will actively seek out parents to participate on collaborative decision-making committees, such as ELAC, SSC, PTC, etc
* Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English and to maintain and support parent involvement for our EL families.
* School will collaborate with outside agencies, the district, and other school sites to coordinate programs to further develop parent education and participation.
* Technologies will be updated, replaced, or added as needed to provide equitable and safe access
* Work to update classroom technology to align with the district standard
* School site will utilize updated communication system provided by the district to ensure student safety and ongoing communication throughout the day
* Work with district to update and improve facilities

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)
714	TItle I - Parent Involvement During parent information nights we will offer daycare for parents and food to the participants
	ELAC meetings will be held several times a year to help educate parents on programs and strategies being used to help English Learner students. They will also be given tips and strategies to help their children at home be more successful.
1500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An interpreter will be employed during parent teacher conferences so that parents and teachers can communicate better.
3000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies A learning management system (Jupiter Ed.) is in place to provide parents with ongoing information about their child's academic progress, classwork, and homework.
2000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries After hours interpreting (outside of parent teacher conferences)
608	TItle I - Parent Involvement 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish
1500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish
9000	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay Students and teachers will have access to up-to-date technology so that they can participate in current practices of technology use for

	learning. This technology will follow students during the intervention time block.
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries A parent liaison will work to connect EL families to school.

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.

We have worked hard to set up programs to inform and have parents more connected to the school. We have received mixed results from our programs.

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

The gap is just wanting to have more parents connected and informed about programs and how to best help their son or daughter through school.

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.

We are going to add more surveys to connect with what parents want and need.

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	99,065	0.00
TItle I - Parent Involvement	1,322	0.00
LCFF-Supplemental (Site Fund)	66,307	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	66,307.00
Title I	99,065.00
TItle I - Parent Involvement	1,322.00

Expenditures by Budget Reference

Budget Reference	Amount
	714.00
2000-2999: Classified Personnel Salaries	96,108.00
4000-4999: Books And Supplies	33,172.00
5000-5999: Services And Other Operating Expenditures	12,700.00
6000-6999: Capital Outlay	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Supplemental (Site Fund)	15,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	9,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	20,607.00

5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	12,700.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	9,000.00
2000-2999: Classified Personnel Salaries	Title I	86,500.00
4000-4999: Books And Supplies	Title I	12,565.00
	TItle I - Parent Involvement	714.00
2000-2999: Classified Personnel Salaries	TItle I - Parent Involvement	608.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,372.00
Goal 2	18,322.00

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

4 Classroom Teachers

3 Other School Staff

10 Parent or Community Members

Name of Members	Role
Megan Dickson	Principal
Kellie Rafferty	Other School Staff
Monique Ristau	Parent or Community Member
Krystal Cary	Parent or Community Member
Ann Larsen	Classroom Teacher
Jenna Nohel	Classroom Teacher
Lisa Kaufman	Classroom Teacher
Madison Yule	Classroom Teacher
Rosabel Ortiz	Other School Staff
Lidia Munoz	Parent or Community Member
Leticia Martinez	Parent or Community Member
Sherry Plout	Parent or Community Member
Ashley Lewis	Parent or Community Member
Mikaela Zimmerman	Parent or Community Member
Isabelle Keeling	Parent or Community Member
Christina Richardson	Parent or Community Member
Susanna Maldanado	Parent or Community Member
Jenny Hancock	Other School Staff

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
Adia Muñoz	English Learner 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 11/4/2021.

Attested:

Signature	
signature	Principal, Megan Dickson on 11/15/2021
signature	SSC Chairperson, Kellie Rafferty on 11/15/2021