



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
Lincoln Crossing Elementary School	31-66951-0113068	10/26/2021	December 21, 2021

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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).

Informal surveys are presented to staff and parents to collect input on school programs and our partnership. This data is used to inform site decisions and guide our planning. Our PTC uses the information to inform their supports and funding decisions. We administer the CA Healthy Kids survey to our 5th grade students every other spring which examines everything from their exposure to illegal substance use to their feelings of inclusivity. Overwhelmingly, the feedback and input continues to be positive. In past years the take aways included opportunities for increased communication regarding student learning targets and progress, finding ways to balance student disruptions with the learning of others in the classroom, and a desire from parents to receive support in their child's social/emotional well being. In coming back from the COVID interruption we will continue to focus on these areas. Another area of focus includes a sense of empowerment for students in their education, a desire to feel like school rules are fair and fairly applied, as well as, a focus on students who report feeling sad consistently. Our full-time school psychologist will revisit these areas.

Classroom Observations

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

Every effort is made to observe every teacher weekly, observing them engaging their students in the adopted curriculum. In general, we are looking to confirm that students are observed working on tasks within a positive classroom environment with appropriate academic and behavioral supports. We are making an effort to collect data about the type of instruction being offered. We are also monitoring ELD lessons, and the implementation of our AVID goals in the classroom. In order to achieve these observations, the principal has committed to visiting 10 classrooms a week.

Given that we have new staff we are also aiming to organically grow a peer visit program to support teacher learning. We continue to bring student teachers onto campus and encourage them to widely observe teachers on campus when available.

We are rebuilding our communications and focus as COVID protocols impact the ways we can connect. A weekly newsletter, staff meetings, and informal and formal conversations about the trends and needs we are seeing in classrooms, grade levels and site are had, but remain difficult as our best communications are in person so that all of us can problem-solve together. We have been celebrating our successes, in an effort to continue to grow greatness. All the while, we are working to find ways to build community and encourage participation and meaningful engagement with adults and students at school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the start of each year, teachers review student performance on state and local assessments in an effort to evaluate their instructional program for the prior year and establish priorities for the current year. Given the state tests were impacted by COVID, our team focused more on data shared by teachers at the end of 2020-21: incoming assessment data (iReady, AR/STAR, ESGI, BPST, etc...). In reviewing this data, staff consistently recognized the need to support students who have lost traction in their learning since COVID. In addition, there is a need to establish positive citizenship and organization skills. As a site we are building out our Tier I level of interventions given the increased gaps because of COVID.

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

Staff meets weekly to evaluate specific formative assessments, develop short-term goals as a grade level, monitor progress, and provide dialogue around effective strategies for helping all students reach grade level goals. This year, as a site, we are implementing our Multi-tiered Systems of Support (MTSS) process so that we can address the whole child. Now that all students are back to in-person learning we are reviving our PBIS program and taking a new approach to our Student Study Team (SST) process so that resources are used effectively and efficiently. As part of the full implementation of MTSS, our site will use data to evaluate our progress, and we will further evaluate our assessment data to establish next steps during staff and Professional Learning Communities (PLC) meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in topical, district, county and district professional development activities. Given the impact of COVID, professional development is very limited as substitutes to cover classrooms are difficult to secure. Some hourly professional development has been offered, but is limited too. We are offering EduClimber training this year as it will support data analysis in that it provides data quickly and can group information by student so we can develop procedures or programs under MTSS that will address needs of our students and staff.

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

All teachers are appropriately credentialed, have access to each component of the core curriculum, and deliver the curriculum so as to address the content standards.

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

All staff development is developed to support the district's annual goals, the school site's annual goals, and the assessed needs of students. Given the COVID pandemic, there is a strong need to consider the social emotional development of students and staff. We have also offered AVID training to all staff through our regional AVID office - this training focuses on social emotional health, growth mindset development, as well as best practices teaching strategies.

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

Peer coaching and the district staff development plan supports the district and site curriculum goals. As we move back to more normalcy, as a district, we are committed to teachers visiting, observing and learning from each other.

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

Grade level collaboration is a hallmark of our district, and we've worked hard to provide team and cross curricular collaboration in the past year. This year, collaboration is essential and is a huge part of the Monday early release days through teacher PLCs. One of the priorities in our staff meetings will include using collaboration among teams and between teams. Providing the opportunity for teachers to connect with each other in meaningful ways is a priority now that we are back in-person.

Teaching and Learning

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

All subject areas, report cards, and testing are aligned with California Common Core State standards. Instruction and lessons are inspired by the guidelines provided by the framework and standards and staff are all using district-adopted materials or are piloting curriculum for the upcoming science adoption. Teachers use supplemental materials where needed for specific grade/subject areas and students needs.

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. This year, students in grade TK and K are engaged in 200 instructional minutes; students in grades 1-3 are engaged for 230 minutes and students in grades 4-5 are engaged for 240 minutes. The focus of the school day is on ELA and Math instruction (180-190 minutes) and exploring unique interests in science, music and PE. In addition, time is set aside to address character development. Our team is working to blend history and other content areas into ELA instruction by embedding reading, writing, speaking and listening skills into the history and science content areas.

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, continues to refine pacing guides which teachers use to guide their instructional scope and sequence. We will revisit our traditional universal access time as we establish our educational program and our RSP program will continue their newly developed push in program which allows us to better meet the needs of all students.

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

- ~Texts available through WPUSD for all TK-5 student population
- ~Supplemental materials have been and can be supplied by the School Site Council and/or PTC.
- ~Benchmark: The district has provided these materials for use in grades TK-3. Grades 4 and 5 are using a district-generated unit map program that incorporates GLAD strategies, Ready writing and reading, news magazines, and novel studies. In grade 4, these units tie tightly with the history standards.
- ~enVision is our adopted math curriculum which is aligned with the CA Common Core State Standards. Ready Classroom Math is also utilized as a supplemental material, as it aligns well with our iReady program and allows for more teacher choice in addressing all students' math needs
- ~EL students are receiving both integrated and designated English language instruction
- ~All grades (TK-5) are using a social studies magazine (Scholastic, Studies Weekly, etc...) to reinforce current events and history with ELA standards embedded
- ~Grades 1-5 receive weekly instruction from a credentialed music teacher and have access to proper music materials
- ~Grades 1-5 receive weekly instruction from a credentialed science teacher and have access to proper science materials
- ~WPUSD Board of Trustees has an annual resolution confirming instructional materials available to students

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

In the area of English Language Arts and Math, a standards-aligned online intervention program (iReady) will be utilized by every student in grades K-5 to identify gaps and opportunities for extension, and to provide intervention to that end. Our adopted curriculum and iReady offer intervention materials for struggling students and ELLs. Although we are unable to offer protected small group intervention for ELA and math daily, our teachers recognize the need for that time, and are finding creative ways to host small group instruction for our learners. Our teachers and Special Education team work collaboratively to ensure that students receiving RSP support are also receiving support with their classroom relevant tasks. Our Special Education team has copies of our adopted ELA and Math materials at their disposal.

Opportunity and Equal Educational Access

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

- ~Implementation of AVID program in grade 5 (2018-19), grades 4 & 5 (2019-20) and parts of grade 3. As the year progresses, the introduction of AVID strategies for all teachers through staff meetings, modeling will aid in supporting the needs of all students through all staff
- ~One to one remedial time with team teacher and district paid aide in kindergarten and transitional kindergarten
- ~Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
- ~Teachers teach all content standards in each grade level
- ~Student teachers provide additional support to students, when assigned to our site
- ~Decodable leveled books used to assist students
- ~Universal Access Times and/or push in RSP support for targeted intervention and enrichment
- ~Supplemental materials and strategies shared among staff to assist lower performing students
- ~Student Success Team (SST) meetings held, per need, to assist students/parents with ideas and guidelines for assistance at home and at school. SSTs are monitored and followed up on by our SST coordinator
- ~Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP). 504 plans are developed as needed.
- ~Pre-teach and reteach opportunities based on student outcome data
- ~School-based resource programs facilitated by our MTSS Team
- ~Rolling out use of EduClimber program via Illuminated to support data collection and analysis
- ~We are examining the feasibility of rehiring an Intervention Support Professional (ISP) to support small group instruction during the school day

Evidence-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Read Naturally, Touch Math, and core curriculum intervention and enrichment activities. Teachers are also carefully crafting learning outcomes for each lesson and working to increase their focus on the key outcome/question when constructing lessons and evaluating student progress. Our PLCs meet regularly in order to analyze assessment and anecdotal data in order to set goals and improve outcomes for all students.

Parental Engagement

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

Additional Student Supports:

- ~STAR After School Program support our students and offer academic, recreational, and enrichment activities
- ~Universal Access and Fun Friday/Enrichment blocks designed purposefully to support productive student play, academic enrichment, and VAPA based enrichment
- ~Opportunities for students to participate in choice activities like student leadership, musical theater and choir
- ~Our site continues to partner with organizations in order to promote community or sports organizations activities/opportunities for our families
- ~Access to district (bilingual) Parent/School/Community liaisons to communicate with Spanish speaking families; our weekly parent newsletter is able to be translated into dozens of languages

Supportive Programs and Positions that build Partnerships:

- ~Special Education RSP & Speech
- ~RSP push in support weekly into classrooms to support students with IEP goals, as well as students who may require additional support
- ~Instructional assistant for academics in Resource Program
- ~Wellness Together services for family, parent, student counseling and guidance services
- ~SST meetings to assess and assist student needs with faculty and include parent input within the process
- ~WPUSD in-services available
- ~Health Clerk time available to assist students' physical needs
- ~Approximately 150+ minutes of prep time daily for each teacher for planning time to assist students in various ways, communicate/report to parents, planning specifics re: academic needs and collaborative conversations
- ~Our Library Tech continues to make books available to our students with weekly visits, host book fairs, and create opportunities for our students to engage in library activities
- ~Love & Logic class offered on our campus; child care is provided
- ~Multi-Tiered Systems of Support (MTSS) is being fully developed due to the fact we now have a full-time School Psychologist. Having this support has allowed us to address server social emotional needs of many students, at least 4 to 5 per classroom in the primary grades and a handful in the intermediate grades too. The School Psychologist position has allowed us to set-up daily check-ins and check-outs which has forged strong proactive, positive relationships with students and aided in them building classroom behaviors that result in positive interactions. Professional Development has also been offered by our School Psychologist so all staff can support students both in the classroom and out of the classroom.

Communications:

- ~Parent/teacher conferences - all teachers meet with all families at least once a year; typically at the end of the first trimester
- ~Teacher notes/communication systems keep parents informed
- ~The SMORE & Parent Square programs are key to continuous communications with parents as it provides two-way communications
- ~All parents receive administrator's communication weekly, except during holidays
- ~All parents are encouraged to attend the School Site Council monthly meetings in order to form an in-depth understanding of site programs and budget, with a focus on topics of parent interest each month; child care is provided

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

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

- ~Accelerated Reader program to assess reading comprehension and to motivate students to read (used in some classes)
- ~iReady Diagnostic and Intervention programs for enrichment and to support catching up for underperforming students - both ELA and Math
- ~Supplemental materials, as requested and funds available, for staff to assist student needs
- ~Special education funds assist with RSP, Speech, Psychologist personnel
- ~Assistance with paper supplies and copier costs to assist staff/students with extra materials needed
- ~Support from PTC to provide funds for our teachers as well as virtual art docent program, field trips, student leadership and VAPA productions
- ~Our district was able to make a commitment to go 1:1 on digital devices from grades K-12
- ~Funds set aside for staff Professional Development and Collaboration
- ~We are examining the feasibility of rehiring an Intervention Support Professional (ISP) to support small group instruction during the school day

Fiscal support (EPC)

Each year the site is allocated funding that is adjusted based on school enrollment numbers and site student demographics. This year the site received \$18,377 in discretionary funds, and each teacher received \$500 in lottery funds. Supplemental dollars total \$40,795 and are to be used to focus on the needs of English Learners, Low-Income, and Foster Youth students. PTC provides teacher/classroom grants and grade level support through their fundraisers. These funds are also used to support our Visual & Performing Arts programs.

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

This year is the "start -over" year given it is our first year back from COVID. We meet as a site through Staff Meetings, School Site Council, and PTC monthly. In addition, we share information about our goals and progress with families at Back-to-School Night and Open House, as well as weekly through a Colt Connection newsletter. We also collect data from our larger parent community via a survey and through parent committees. We work to be transparent with all of these community

partners regarding our progress towards our goals, and are open to receive feedback and input to that effect.

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	0.86%	0.86%	1.2%	6	6	5
African American	1.86%	1.72%	1.7%	13	12	7
Asian	3.72%	3.72%	4.3%	26	26	18
Filipino	4.15%	4.73%	5.1%	29	33	21
Hispanic/Latino	17.02%	16.91%	18.8%	119	118	78
Pacific Islander	0.43%	0.43%	0.2%	3	3	1
White	62.95%	63.04%	58.3%	440	440	242
Multiple/No Response	%	1.29%	9.2%		51	38
Total Enrollment				699	698	415

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	154	153	86
Grade 1	108	108	77
Grade 2	113	112	54
Grade3	107	107	60
Grade 4	108	108	59
Grade 5	110	110	79
Total Enrollment	699	698	415

Conclusions based on this data:

1. Our numbers remain lower than years past given the opening of the new school. We do remain full at all grade levels with the reduced assigned staff.
2. We have two teachers assigned at each grade-level, except Kinder & Second, where we have 3 classrooms each
3. COVID has had an impact on students and staff as there are a lot of students missing class due to "close-contact" from outside exposures. We have also lost some students to home schooling and private schools

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

Goal Area 1: Student Achievement

LEA/LCAP Goal

1 All students will meet or exceed grade level standards in core academic areas and 3 All students will graduate from high school college and career ready.

Goal 1

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

Identified Need

We desire to close this gap and ensure students are all at or above grade level. This year as we return to in-person, we will be establishing "baseline data" to set future goals. This year will be about identifying areas of need and developing the best way to address the needs post-COVID closures. Currently our plan is based on the 2018-19 base data and what data we could collect for the 2019-20 & 2020-21 school years.

Past data: 2018-19, 32% (ELA) and 37% (math) of our students are scoring "standard not met" or "standard nearly met" on their SBAC assessment. In 2019-20, we were unable to give this assessment, however our iReady assessment in April 2020, 61% of students were at or above grade level in Math, and 2% were at intense risk (2+ grade levels behind). Similarly, when examining Reading data, 64% of students were on target and 5% were at intense risk.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data	Collecting new baseline data	Increase students at or above proficient by 5% each year
iReady - Reading (grades K-5)	Collecting new baseline data. Past data: BOY 2019: 41% on target / 44% 1 grade level below / 13% 2 grade levels below / 2% 3+ grade levels below April 2020: 64% on target / 31% 1 grade level below / 4% 2 grade levels below / 1% 3+ grade levels below Success rate with lessons:	Increase in on target; decrease in below target - we monitor student time on task and lesson passage rate, which leads to increased achievement. Statistical data will be added for next year so percent increases can be measured

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> 79% of lessons were passed with a score of 70% or better 14% of lessons were passed with 50-69% 7% of lessons scored 49% or lower 	
iReady - Math (grades K-5)	<p>Collecting new baseline data.</p> <p>Past data: BOY 2019: 25% on target / 61% 1 grade level below / 13% 2 grade levels below / 2% 3+ grade levels below</p> <p>April 2020: 61% on target / 37% 1 grade level below / 2% 2 grade levels below / 0% 3+ grade levels below</p> <p>Success rate with lessons:</p> <ul style="list-style-type: none"> 93% of lessons were passed with a score of 70% or better 5% of lessons were passed with 50-69% 2% of lessons scored 49% or lower 	Increase in on target; decrease in below target - we monitor student time on task and lesson passage rate, which leads to increased achievement. Statistical data will be added for next year so percent increases can be measured

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, but emphasis on students from traditionally lower performing sub groups.

Strategy/Activity

AS FUNDING BECOMES AVAILABLE

Implement AVID fully in grades 4 and 5. Continue to explore/implement AVID in grade 2 & 3 and provide exposure to AVID philosophies and strategies for all grades.

- encourage participation in AVID summer institute and PATH/local training through SCOE
- encourage participation in AVID year long virtual PD
- use AVID strategies in our staff meetings to support discourse and deeper learning

- all teachers will use effective, research based instructional practices order to ensure students are prepared for the next grade level and that they develop the skills to succeed in middle and high school

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)

1,600

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And Operating Expenditures
registration, travel and daily rate for teacher training as summer institute and PATH training at SCOE (approximately \$1000/staff member); site level participation in AVID virtual PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students struggling in class or on assessments and/or iReady

Strategy/Activity

AS FUNDING BECOMES AVAILABLE

Professional Development (PD) for staff

- monthly staff meeting with emphasis on data analysis, collaborative conversations and Professional Development
- teachers will receive professional development in order to fully understand the format, report structure, and intervention supports of intervention and math supplemental materials, as well as EduClimber so data can be analyzed efficiently
- teachers are encouraged to participate in community PD to build their own capacity as a teacher and/or as a teaching team
- admin encouraging teachers to observe peer classrooms to see strategies at work or to engage in lesson study and other PLC discussion about best practices and supporting student learning
- staff members are encouraged to explore PD opportunities that allow them to learn and implement effective strategies for best first instruction and intervention to meet the needs of various learners (see Goal #2)

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)

0

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
Costs associated with training registration and
guest teachers to cover class time, hourly rate
as needed

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

AS FUNDING BECOMES AVAILABLE

If possible - providing teacher collaboration time (up to 2 days/year)

- teachers will be provided with 2 days of collaboration time during the school year; a part of that meeting will involve examining relevant data, and the remainder will be for deeper curriculum development
- teachers will participate in weekly collaborative PLC meetings that focus on best first instruction in order to support increased student achievement
- teachers, will participate in weekly, collaborative grade level meetings that focus on best first instruction to support students to meeting and exceed learning targets
- teachers will use effective and research based instructional practices to ensure students meet or exceed standards. Such practices will include, but are not limited to: communicating clear learning objectives, matching independent practice to the stated objectives, explicitly teaching vocabulary, providing visual supports, explicit teaching partnered with thoughtful gradual release, use of scaffolds, focus on rigor in instruction, use of metacognition/peer dialogue, increasing student engagement, encouraging a growth mindset, using checks for understanding that align to the stated goals, and providing relent assignments and projects
- teachers will be provided with collaboration time in order to assess data from SBAC, iReady, etc... and build assessments and units that address the gaps in student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF-Base (Site Fund)
1000-1999: Certificated Personnel Salaries
Sub costs (2dysX\$150X14T=\$4,200), Due to
lack of subs Hrly rate offered for teachers 1 day
a year: 7hrsX14TX\$49=\$4,802

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students performing below expectation in class and on standards based assessments

Strategy/Activity

Intervention Staff & Materials will be provided that allow teachers to monitor student growth and provide intervention for students who are not meeting target expectations

- use of ESGI, STAR (on a limited/by teacher basis), iReady Diagnostic, iReady Reading and Math online intervention, BPST, Ready Naturally, RAZ (reading program), News 2 You and other tools used to assess and monitor student growth
- providing resources like STAR, AR, RAZ, News 2 You and support for 40 book challenge to encourage teacher autonomy and student literacy
- math: prodigy, iReady diagnostic and online intervention
- ELA: STAR/AR, RAZ, iReady diagnostic and online intervention
- Tier 2 intervention team is streamlining SST process, assessing trends in behavior and academics for individual students and across grade levels, providing small group interventions for academic and behavior
- tutoring with support from Sun City tutors
- protected and thoughtful Universal Access time and small group instruction in centers and in ELA and math
- district funds have been allocated to support science instruction and the integration of NGSS and music into the classroom
- district funds have been allocated to support ELA instruction to pay for copying, material preparation, lamination, etc...
- district supported our primary teachers with manipulatives to support ELA and math instruction
- teachers, with support of admin, will work to ensure all students are making progress in class, and using intervention tools like iReady... to fill gaps in knowledge to ensure preparation for next school year; administration will monitor and report out on trends in data and usage of intervention tools
- MTSS Team meets twice to consider needs of students who are struggling academically and behaviorally and recommend/implement interventions to support students while in ES
- find ways to integrate technology and our 1:1 status to provide real time intervention, meaningful peer collaboration and effective teacher/student engagement
- Hourly pay for teachers to tutor their students after-school-AS FUNDING BECOMES AVAILABLE

We need to think creatively about how to fill the gap that has been creating by losing our Intervention Support Provider (reading support). We are examining if we can bring an Intervention Support Professional back onto campus after January.

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)

1,270

0

Source(s)

LCFF-Supplemental (Site Fund)
5000-5999: Services And Other Operating Expenditures
Lazel Company: RazKids 1st-3rd grade (7 teachers 2021-22), Starfall

LCFF-Supplemental (Site Fund)

	2000-2999: Classified Personnel Salaries 2021-22 school year: ISP 7hrsX88dysX\$25 (Full Year-7hrsX128dysX\$25=\$22,400)
0	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Additional hourly wage support for gr. 1-5 tutoring provider (potentially for the spring 2022)
3,000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Teachers Pay Teachers Licenses-aimed at small group/independent work activities
2,600	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Ren Learn (STAR/AR)
15,335	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Materials & Supplies
26,458	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials & Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and ELL

Strategy/Activity

Administration engaging in regular classroom walk throughs; aiming for 10/week for principal; looking at math, designated ELD instruction, and general instructional trends

- providing feedback to 80% of teachers within one day of visit
- using data to guide staff PD, PLC conversations and individual conversations with staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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.

This goal is a continuation of work started in prior years. We made wonderful growth as a staff team with collaborative conversations and with examining data. This year will provide new challenges as we return to in-person learning due to quarantine issues, lack of subs, lack of people to hire for positions, and the reduction in available intervention resources. Our team is working hard to not allow the gap to widen, though.

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 major difference is in staff PD and sub costs because of the impact of COVID on what we could do and its impact on resources.

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 pressing forward with our goals, and expanding the reach of our AVID program to an additional grade level. The district is supporting our membership with AVID. We will continue to monitor our iReady data carefully to look for collective and individual trends in achievement. Once school resumes, our team feels like we will have a better handle on true student learning; our team has found it has been difficult to monitor learning effectively given all the restraints last year. I will continue to explore options to provide safe and effective intervention support.

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

Goal Area 2: English Language Acquisition

LEA/LCAP Goal

2 All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

Goal 2

All students will improve by one level on the ELPAC test each year.

We have 20 ELL this year, 8 are in grades TK/K and 12 are in grades 1-5. The actions for this goal were based on past data. Given this is our first year back we will be collecting new baseline data for next year's SPSA development. Monitoring these actions this year will guide next year's ELL actions and program development.

Pasted data:

Our ELPAC and SBAC data is intermittent due to COVID related school closures. However, one measure that is constant is access to iReady. In examining our ELL student's iReady data, 10 of our ELLs in grades 1-5 have made notable progress on their iReady diagnostic assessment in Math and Reading between the spring 2020 and the fall 2020 (noted by an increase in at least one incremental level on the iReady diagnostic. 4 of our ELLs have maintained or lost traction on their iReady assessment. We will continue to monitor growth on the iReady assessments, and will aim to have our students make a minimum of one year's worth of progress on their iReady diagnostic between the spring 2020 and the spring 2021. Students who do not make incremental growth may be targeted for ISP support or other small group support, and, when needed, will be referred to the SST process in order to engage families and teachers around language development.

Identified Need

We have a relatively small ELL population, but a commitment to ensure students are making adequate progress towards EL fluency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Progress	Collecting baseline data Past data: 44% level 4; 40% level 3; 12% level 2; 4% level 1	Continue to push students to make one level of growth per year. Use statistical data next year so goals can be monitored
EL ELA progress	Collecting baseline data Past data: ELL are 40 points below the standard, but increased by 46 points	Increase levels from baseline by 5% each year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Math progress	Collecting baseline data Past data: ELL are 26 points below the standard, but increased by 41 points	Increase levels from baseline by 5% each year
EL iReady Reading progress	Collecting baseline data	14/14 students will make a years worth of growth on the iReady Reading assessment between spring 2021 and spring 2022
EL iReady Math progress	Collecting baseline data	14/14 students will make a years worth of growth on the iReady Math assessment between spring 2021 and spring 2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

Strategy/Activity

Teachers having awareness of and explicit teaching of ELD standards, designated and integrated ELD content

- teachers will be informed at the start of the year about if/who their EL cluster includes and what level of EL learners they have in their class (9 teachers have 1 student, 4 teachers have 2 students, 1 teacher has 3=20 total)
- all teachers will use effective, researched based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include (but are not limited to): communicating clear learning/language objectives, explicitly pre-teaching and teaching academic vocabulary and key ideas, providing direction instruction and modeling of new learning with ample visual cues, color coding and other supports; provide guided practice with scaffolds, provide rigor in instruction and frequent checks for understanding, encouraging ELs to engage in all aspects of the ELA standards (reading, writing, listening and speaking) and to use speaking and listening to process math concepts, providing targeted and specific feedback to ELs on their progress, and creating a positive learning environment
- all teachers will provide integrated and designated ELD to ELs
- all teachers with ELL students attended ELD institute hosted by the district

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies ELD Supplementary Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

Strategy/Activity

Teachers will provide designated ELD instruction and small group instruction in both ELA and Math standards to support ELL students

- protected universal access time will provide teachers with EL clusters an opportunity to provide small group designated instruction
- ELs will have access to interventions like iReady that are designed to support and enhance vocabulary development and application of skills; we partner with our district to provide additional supports like Rosetta Stone, and google tools that support language acquisition
- administration will monitor classroom instruction for general instruction, but also to specifically identify and offer feedback on designated ELD instruction at least 5x/year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

Strategy/Activity

Increased effort to engage our ELL families in our school community and dialogues

- translators are provided at meetings such as SSTs, IEPs, attendance, and conferences to ensure parent involvement
- effort to engage ELL families in our ELAC and our site council.
- relationship building with district (bilingual) Parent/School/Community liaisons to facilitate communicate with Spanish speaking families
- weekly newsletter can be translated online into numerous languages; this is stated at the end of every email in a variety of languages common at LCES; there is also the option to have Parent Square emails automatically translated

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
Cost of translators

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

Strategy/Activity

Use of assessments to monitor ELL growth

- ELLs are assessed and monitored to ensure progress towards EL and state standards (via ELPAC), online interventions and online diagnostic assessments (i.e. iReady)

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.

We continue to recognize the needs of our ELL community and work to expand our offerings and services to support our ELLs. This year, we are focusing on monitoring and supporting ELD lessons that in term support our ELL development. We are developing more competency at collecting data around ELL students so we can better keep tabs on their progress.

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 continue to see students coming into school with limited exposure to English because they are newcomers or their families speak something other than English at home. We continue to engage with our ELL TOSA in order to understanding the needs of our students and differentiate our instruction accordingly. We are also working as a team to understand the difference between

language deficits as defined by our SLP program compared to limitations based on language exposure.

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 expect to further develop opportunities for EL families to engage with administration in monitoring student progress and providing family input opportunities, as well as further developing staff monitoring systems.

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

Goal Area 3: College & Career Readiness

LEA/LCAP Goal

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

Goal 3

Support students will skills, knowledge and attributes to be successful members of our community and fully engaged in their education.

Identified Need

Responsibility to send students to middle school and then high school prepared for the challenges

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys from students, staff & parents	Baseline data being collected: Students (Goal setting) Parents Staff	Increasing preparedness rate each year. Once statistical data is collected a percentage will be used to set goals
iReady ELA	Baseline data being collected	Once statistical data is collected a percentage will be used to set goals
iReady Math	Baseline data being collected	Once statistical data is collected a percentage will be used to set goals

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

Development of our AVID Plan and Goals; will collect data to support our goal achievement through the AVID CCI

- focus on WICOR (writing, inquiry, collaboration, organization and reading) strategies

- focus on focused note taking and interacting with notes to support deeper learning
- focus on tangible organization skills (digital and paper; aligned to needs of in person and online learners)
- generating college awareness and supporting viability of college or career/technical training as a choice and opportunity to aspire to and look forward to
- providing Tier II interventions (including SSTs or referral to AVID in Middle School) to support student success regardless of challenges at ES level

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,100

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
SST Coordinator Stipend

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

AS FUNDING BECOMES AVAILABLE

Vertical articulation between grade levels (if possible)

- in the spring, each grade level will meet with their grade level up and down for a 1/2 day to calibrate on core expectations, needs and where instruction should end/begin

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
Substitute/Hourly costs to cover
classrooms/hourly wages (16TX\$90sub=
\$1,440)

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.

Although this goal is not new, the focus on using AVID to accomplish the goal is new. AVID is a best practice instruction package with focus on collecting and analyzing data that supports increased achievement among students.

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

Most costs are identified in goal #1. Our spending on AVID training was in line with our expectations thanks to the financial support of the district. We worked as PLCs to understand and plan interventions for our students identified as low performing. COVID has impacted all students as many more gaps have been detected across the board than usual. We will implement the MTSS process to address the needs in Tier 1 & Tier 2 services, both in academics and social emotionally.

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 will spend more dollars on our needs discovered through implementing MTSS, This can be implementation of interventions, PD, and classroom aide support

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

Goal Area 4: Culture & Climate

LEA/LCAP Goal

4 All students will be safe and actively engaged at school, 5 All students will receive instruction in up-to-date and well-maintained environments, & 6 All parents will be actively engaged in their child's learning and school community.

Goal 4

All students will be educated in a learning environment that is safe, drug-free, and conducive to learning and engages the parent community

Identified Need

Students perform best when their most basic needs of safety and security are met. The last CA Healthy Kids Survey indicated that most 5th graders felt supported and connected at school (although the percentage was higher for girls than for boys), but there was a gap in feeling like they had voice and agency in their learning and the school/classroom rules. There was also a high percentage of students who indicated feeling sad some or all of the time (31%). Although this data is old, it is our starting point upon moving back to in-person learning given the impact of COVID. A huge focus on social emotional needs is being implemented this year given that this is the first year fully on campus for students TK-2nd grade and their behaviors have proven the need to focus in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	Need to collect baseline data (Survey will be administered in February 2022)	To provide early intervention to all students to minimize tier II needs
Parent Survey	Need to collect baseline date	Encourage parent engagement and partner to address student needs
Staff Survey	Need to collect baseline date	Partner with staff to provide resources and to develop our interventions & PD program
Number of students served under MTSS by grade level & demographics	Need to collect baseline date	Use this data to analyze programs and build intervention services under MTSS
Intervention Data	Need to collect baseline data	Use this data to monitor student progress when receiving interventions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Incident Report	Need to collect baseline data	Once statistical data is collected, specific percentage goals will be developed to aide in improvement

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, with a focused approach on student

Strategy/Activity

Increase our Tier I and II interventions to support most students in making great choices at school & provide Student Leadership Opportunities to increase leadership skills.

- our student leadership programs will continue to be supported; these include leadership ambassadors, morning greeters, and special projects run by groups of ambassadors or individual students with support from staff and parents
- students have opportunities to engage in their classroom community through leadership and class jobs, and in the bigger community through VAPA performances, art, choir, drama, book clubs, etc...)
- our MTSS team is meeting on Mondays to evaluate data and make recommendations; Tier 1 is focused on big picture change and positive reinforcement
- we continue to refine our documentation process; we will consider how to create an online documentation process
- we are becoming familiar with documentation tools like EduClimber through the district
- our MTSS team is looking at behavioral and academic interventions, as well as collecting data from iReady, and grade level assessments; this team assesses trends by grade and by student
- develop tools for teaching and learning (i.e. school rules ppt, videos of what to do/not to do, positive tickets, reward systems, etc...)
- encouraging healthy habits through guest speakers focused on developing a healthy mindset and healthy body choices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF-Base (Site Fund) 4000-4999: Books And Supplies PBIS materials & supports
2,500	Parent Teacher Association (PTA)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

95% of students for tier I and II supports; 5% of students for tier III supports

Strategy/Activity

AS FUNDING BECOMES AVAILABLE

Providing proactive recourses and reactive supports for students

- psychologist is hosting small groups to work on skills like social/emotional health and anxiety and anger management
- psychologist is going into classrooms to provide mindfulness and zones of regulation training
- site administration is going into classrooms to train on the peace path strategy for problem solving
- site administration is providing tools to reinforce skills like stop, walk, talk
- staff can refer students for 1:1 support through the Wellness together program; WT will also be pushing into classrooms to provide support and student training
- development of a staff library of books and resources geared towards social emotional well being
- encourage staff wellness that then trickles to our students - EAP, district wellness funds, wellness committee; guaranteed 15 min duty free break daily; flexibility in work day to manage challenges of COVID; passive (through Round Up) and active (through staff meeting) PD that focuses on wellness and mindfulness
- funding provided to help staff develop skill in mindfulness through partnership with school mindfulness agencies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
Books and resources for staff library

1,000

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
Mental health materials & supplies such as, but not limited to: Zones of Regulation, Wellness Together, Restorative Justice, etc.

0

LCFF-Base (Site Fund)
1000-1999: Certificated Personnel Salaries

	Certificated Staff training and PD related to Tier 1 & 2 needs
0	LCFF-Base (Site Fund) 2000-2999: Classified Personnel Salaries Classified Staff training and PD related to Tier 1 & 2 needs
2,760	LCFF-Base (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Start-up seminar for Classified & Certificated

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Parents of students

Strategy/Activity

Continue to engage families in an educational format to build their capacity

- our site hosts and promotes parent seminars (i.e. anxiety in children, Love & Logic series)
- information is regularly included in our weekly newsletter about behavior, how to support children, language to use to discuss difficult topics, etc...
- the principal provides a report to the PTC at most meetings to keep them apprised of needs and to solicit input
- developing a SSC and ELAC team in order to solicit more involvement from parents

Communication with families regarding school activities, events, expectations and academic progress

- Parent Square Conference Scheduling Web Program
- weekly Colt Connection
- providing options for translation of our Colt Connection (through Smore) and our emails to families (through Parent Square)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Daycare to support parent attendance in meetings 1hrX9monthsX\$20
0	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures SMORE & Parent Square (District paid)

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

School Safety (physical)

- our supervisor team all attend health/supervisor trainings at district days and on short school days
- our district nurse is brought to campus to provide medical training as needed
- we are implementing a school safety protocol (Standard Response Protocol; iloveyouguys.org) with guidance from the district
- monthly safety drills are implemented; we will continue working with our school safety committee to evaluate our safety plans
- all staff have evacuation bags to use during classroom evacuations; all staff received a barracuda and an emergency toilet bucket
- We have 16 two-way radios for school-wide communications between office, administration, teachers, campus supervisors, and custodians.
- we currently have 10 security cameras on campus (we add about 2 more each year - currently they face our blacktop/play area, our back gate, our front gate and our main walkway) - our PTC is a financial supporter of this project

This school year Extended Kindergarten was implemented which allows us to not only address kindergarteners that have not met standards, but also support the social emotional transition from home instruction to classroom expectations. Additional supervision was needed across campus to address the social emotional needs of students this year, both in and out of the classroom as students transition back and are learning how to interact with others. Additional Aides were assigned to TK-1st grade, supported by the district, to help all primary students with this transition as we return from the COVID isolated home structure. Many of these students have never been in school. Given that approximately a third of our school has not been in school because of COVID, we are training teachers, Aides and Campus Supervisors on Zones of Regulations so students receive a consistent behavioral approach in and outside the classroom. To support social emotional learning an additional Campus Supervisor was also brought on to lower the adult to student ratio, giving us the opportunity to utilize "teachable moments" on the playground, in the cafeteria, and in the classroom to prevent escalation of physical behaviors. It is difficult for students to learn academic content when they are emotionally upset from an interaction outside of the classroom.

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)

1,200

300

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
Compensation for Classified to attend District
Days and other training beyond contracted
hours (60 hours)

LCFF-Supplemental (Site Fund)

	2000-2999: Classified Personnel Salaries Additional TK Supports (Extra August Monday supports) 2Mon.X1AideX2TX3hoursX\$25
675	LCFF-Base (Site Fund) 2000-2999: Classified Personnel Salaries Due to reduction in staff, add'l recess supervision needed 150dysX.25hrsX\$18
14,856	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Add'l Campus Supervision beyond allocation. 1 add'l Noon Duty, 1X-walk duty, 1AM Gate Supervisor 3.93hrsX180dysX\$21=\$14,856

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Families and older students are encouraged to engage in our school community

- our Parent Teacher Club (PTC) hosts evening activities to engage families and bring them onto campus
- traditionally, students from our local middle and high schools regularly volunteer on campus in classrooms, as tutors, and at PTC events
- opportunities for parents to participate in school leadership through SSC and ELAC
- opportunities for parents to engage in the school by participating in Back to School Night, Open House, parent info nights, parent/teacher conferences (live or virtually)
- we encourage students giving back to LCES through Scouts (Eagle and Silver Award projects).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with chronic absentee issues

Strategy/Activity

Monitor and communicate with families whose students have chronic absence issues

- we will continuously monitor our attendance records and send letters to families who have exceeded the expectations regarding attendance and tardies; this year we will also be examining engagement in learning, particularly for online learners - we are using

interactive and color coded spreadsheets to assess engagement and work completion along with family communication regarding any gaps in participation

- admin team will call all families who receive 2+ letters regarding attendance

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.

We continue to focus on our efforts with school safety - both material safety, preparation, and communication. We continue to provide parent and students supports that meet the needs of our students and families (based on anecdotal data, staff feedback, CA Healthy Kids survey and our annual family survey).

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 been successful with our implementation of PBIS, SE and engagement goals/priorities, and we continue to see grant and PTC funding to ensure projects are well funded.

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.

Last year our goal was to explore and apply funds to best fit projects, which we did. There was no particular adjustment to the plan, only implementation as identified above in analysis question 1.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	55,834	0.00
LCFF-Base (Site Fund)	19,270	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (District Fund)	0.00
LCFF-Base (Site Fund)	19,270.00
LCFF-Supplemental (Site Fund)	55,834.00
Parent Teacher Association (PTA)	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,100.00
2000-2999: Classified Personnel Salaries	17,731.00
4000-4999: Books And Supplies	44,043.00
5000-5999: Services And Other Operating Expenditures	6,870.00
5800: Professional/Consulting Services And Operating Expenditures	6,860.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF-Base (District Fund)	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	0.00
2000-2999: Classified Personnel Salaries	LCFF-Base (Site Fund)	675.00

4000-4999: Books And Supplies	LCFF-Base (Site Fund)	15,835.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Base (Site Fund)	2,760.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	2,100.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	17,056.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	28,208.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	6,870.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association (PTA)	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,263.00
Goal 2	750.00
Goal 3	2,100.00
Goal 4	24,491.00

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
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Denise Parnell	Principal
Nicole Hackett	Other School Staff
Pam Cook	Classroom Teacher
Lauretta Shelton	Classroom Teacher
Donna Warren	Classroom Teacher
Jackie Crook	Classroom Teacher
Jennifer Marsh	Parent or Community Member
Bal Bains	Parent or Community Member
Jessica Brenk	Parent or Community Member
Amy Langle	Parent or Community Member
Jeannette Ginther	Parent or Community Member
Andra Consulo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

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

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

This SPSA was adopted by the SSC at a public meeting on 11/9/2021.

Attested:

Principal, Denise Parnell on 11/9/2021
SSC Chairperson, Balbinder Bains on 11/9/2021