

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
Scott M. Leaman Elementary School	31-66951-0139709	October 14, 2021	December 21, 2021

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 3
  - Data Analysis ..... 3
  - Surveys ..... 3
  - Classroom Observations ..... 3
  - Analysis of Current Instructional Program..... 3
- Stakeholder Involvement ..... 9
- School and Student Performance Data ..... 10
  - Student Enrollment..... 10
- Goals, Strategies, & Proposed Expenditures..... 11
  - Goal 1..... 11
  - Goal 2..... 16
- Budgeted Funds and Expenditures in this Plan ..... 19
  - Funds Budgeted to the School by Funding Source..... 19
  - Expenditures by Funding Source ..... 19
  - Expenditures by Budget Reference ..... 19
  - Expenditures by Budget Reference and Funding Source ..... 19
  - Expenditures by Goal..... 19
- School Site Council Membership ..... 20
- Recommendations and Assurances ..... 21

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The principal and office communicates with the community consistently to gather input using in-person, phone, email, and digital means. The principal utilizes social media and a weekly newsletter to send information and call for feedback from the parents and community weekly. The community feedback is then taken into consideration when making further site decisions that will enhance and benefit student learning. The school also uses digital survey forms sent out to staff, students, and the community when needing specific information regarding possible school decisions or procedures. The school will use the newsletter and digital forms to gather feedback regarding school climate and student learning. So far this year, the feedback is very positive, and most families feel their voices are being heard and their students are benefiting greatly from being at Leaman Elementary. In addition, the principal encourages and welcomes in-person visits from community members to discuss issues and increase communication with the school.

## 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 Leaman Elementary principal conducts daily classroom visits throughout the campus and to online learning platforms when applicable. During those observations the school principals check for teaching effectiveness and student engagement. Generally students are highly engaged and teachers are utilizing techniques and instructional strategies that align with recent professional developments and STEAM trainings. Feedback is provided to staff through observation forms, emails, and conversations. On-going reminders and suggestions on research-proven strategies are provided during staff meetings and trainings throughout the year.

## 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.
- Illuminate & EduClimber (Student Data Management Systems) provides teachers a way to analyze student scores and monitor their progress on assessments to determine types of next instruction and intervention strategies are needed.
- iReady program provides another way to analyze student scores, grade-level progress, and offers interventions appropriate to their skill level.

Other tools used to determine student needs:

- PLCs are creating common assessments (some through the Illuminate system)
- Ready common core, handwriting without tears/size matters, and site word programs.
- ESGI
- TESS Math Strategies
- Math Data Cycles through PLC's to analyze student growth and needs
- SBAC and ELPAC Data
- Regular MTSS team meetings

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 as well as skills/standards they have mastered. This analysis drives further instruction. This is done independently, through grade level PLC's, and as a site to see trends of student learning.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Leaman staff meet the requirement for being highly qualified teachers.

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

There are sufficient 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)

The Western Placer Unified School District is providing training for teachers (as substitute availability allows) to develop appropriate and effective implementation of the common core standards. Most of the focus in early 2021-22 has been training and professional development to address and improve learning loss due to COVID. Teachers may participate in additional math training through analysis of the differences between previous standards and the common core standards. Almost all teachers have been TESS (Total Educational Support Systems) trained. Teachers are also working collaboratively to create lesson plans in Language Arts that align with the ELA common core standards. This includes training in GLAD (Guided Language Acquisition Development), and Benchmark Advance. Local writing assessment prompts are being changed to better align with the common core standards. All teachers have been trained in the next generation science standards through Project Lead the Way (PLTW). Teachers have been trained to incorporate STEAM strategies and using STEAM to enhance literacy through trainings with UC Davis. Teachers also work with their PLC to support students learning through common assignments and assessments.

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

The Western Placer Unified School District provides teachers on special assignment who are available to work with individual and teams of teachers to develop more effective instructional programs through lesson studies, analysis of the common core standards, and through coaching and observation. Additionally, the district staff development plan is focused on improving the alignment of instruction to the common core standards. Analysis of assessment data also gives teachers a picture of what areas of need students have to improve their learning and how teachers can modify instruction to help those students improve. Coaching from administration is also used to support teachers to improve their effectiveness in teaching.

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

Teachers in grade level teams collaborate regularly each week to plan and discuss effective teaching strategies 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. Grade Level Teaching Teams or Professional Learning Communities find strength through collaboration by sharing strategies/techniques, comparing data and interpretations, and jointly identifying ways to improve their instruction.

## 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. Teachers use supplemental materials where needed for specific grade/subject areas.

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

Teachers continue to develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

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

Grade levels in the Western 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.

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

District Action Teams have created unit lesson maps that include anchor texts, themes and lesson plans that are aligned to current state standards.

Western Placer Unified School District has purchased the Ready Math as a supplemental program to further guide teachers in their math instruction.

Western Placer Unified School District has purchased the Benchmark Advance program to guide K-3 grade teachers in their Language Arts instruction; the language arts program at grades 4 and 5 includes core literature units that were developed to align to the state standards.

Western Placer Unified School District Board of Trustees has an annual resolution confirming instructional materials available to students.

Decodable leveled books are used to assist students reading below grade level.

Supplemental reading/social studies curriculum is provided to all grade levels.

Hand writing support is provided to K-3 grade levels.

Teachers are continuing to receive training in working with English Learner Students.

Project Lead the Way (PLTW) curriculum is provided for all grades as is aligned to the Next Generation Science Standards.

Literacy in science to support reading in writing through science phenomena.

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)

Grade level (Professional Learning Communities) meetings are held regularly so teachers can evaluate student progress and determine proper interventions to provide additional support.

Teachers provide small group instruction time where under performing students can receive instructional support.

TK - 1st has additional aide time to support students for individual instruction or small group instruction.

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. All English Learner students receive ELD instruction daily from a credentialed teacher (designated/integrated).

Student Success 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.

Hands on Science through PLTW

AVID Strategies

TESS Strategies

GLAD Strategies

Evidence-based educational practices to raise student achievement

Currently Leaman Elementary is implementing various practices to improve student achievement. All teachers have been trained in Project Lead The Way and will incorporate STEAM learning into their classroom. A standard practice includes the use of Professional Learning Communities, where teachers meet regularly to collaborate on improving instruction and developing interventions to re-teach students that need additional support. Additionally, teachers have received 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 text as they are reading and preparing to write about. To continue to raise achievement teachers are being trained in brain based math (TESS model) and we are working on note taking, organizational skills, WICOR, Costa's level of questioning, and the growth mindset.

## Parental Engagement

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

MTSS approach is used to monitor students and provide academic and behavioral support as needed.

Wellness Together student counseling is available for 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 set aside for one on one meetings to support learning.

PCOE and WPUSD staff development available.

Special Education programs available.

Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.

Parent and other volunteers in classrooms. (When allowed due to COVID)

Library time scheduled for all students (In person learning). The library is working to check out books during distance learning.

We have a parent liaison to help all families and assists Spanish speaking families with school communication (She is on campus as needed)

PEN (Parent Engagement Nights. (When allowed due to COVID)

School site council that meets monthly to guide the funding of the school to support learning.

Leaman PTO to support student learning and create funding for additional school resources.

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)

Quarterly school site council meetings.

Parent Engagement team to help connect parents to the school through Parent Information nights

Bi-Monthly staff meetings - spending is connected to schools vision.

Parent Liaison

Bi-Monthly leadership meetings

Monthly office PLC meetings

Monthly YDI meeting

Monthly School Safety Meetings

Free school clubs (When allowed due to COVID)

## Funding

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

NA

Fiscal support (EPC)

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 school site council, classified staff meetings, certificated staff meetings, and alignment with LCAP goals. In working with the district, Scott Leaman Elementary School will have a STEAM focus. The district supported this through adding technology through Chromebooks, training and science supplies through PLTW, and a learning focus around STEAM. The teams embraced the ideas of STEAM learning and also want the principals of YDI through positive relationships to be a focus at Leaman Elementary. In connection with this, staff would like funding to support these relationships through money to support clubs and other activities that build this culture. Leaman also has a PBIS behavior system to support all learners on campus. Classified staff has monthly meetings and evaluates the needs of the school. The focus here has been creating the structures to have an efficient school that is safe for all stakeholders. The two major concerns have been school safety and staff safety during the COVID crisis. This is the first "Full-time" school year open for Leaman Elementary, and we are increasing our focus on community involvement. The School Site Council met on 10/14 to go over the plan.

# 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	%	%	0.2%			1
African American	%	%	2.1%			10
Asian	%	%	3.3%			16
Filipino	%	%	3.3%			16
Hispanic/Latino	%	%	18.0%			87
Pacific Islander	%	%	0.2%			1
White	%	%	64.6%			312
Multiple/No Response	%	%	7.0%			34
<b>Total Enrollment</b>						483

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten			105
Grade 1			78
Grade 2			83
Grade3			87
Grade 4			69
Grade 5			61
<b>Total Enrollment</b>			483

Conclusions based on this data:

1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College & Career Readiness

## LEA/LCAP Goal

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

## Goal 1

Students will meet or exceed standards in core academic areas.

## Identified Need

For the baseline year of CAASPP data for the site, 58% of students met or exceeded grade-level standards in ELA, and 56% met or exceeded standards in MATH.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced Assessments	<p>ELA - 58% met/exceeded standard, 31% at standard nearly met, and 11% at standard not met.</p> <p>MATH - 56% met/exceeded standard, 32% at standard nearly met, and 12% at standard not met.</p>	For both ELA and MATH, 75% of students will meet/exceed standards, 20% will be nearly met, and 5% will be at not met standard, on the SBAC assessment.
iReady Diagnostic Results	<p>Reading diagnostic: 52% at grade level, 36% at tier 2 (one grade-level below), 12% at tier 3(multiple grade-levels below). Math diagnostics: 40% at grade level, 49% at tier 2, and 11% at tier 3. This data was based on standard view for data.</p>	75% students will meet grade level standards in the End-of-the-year iReady assessment in math and reading, with 20% at tier 2 and 5% at tier 3. This will be based on end of the year iReady standards.

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**

STEAM/Hands-on Instruction Training

**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)**

7800

**Source(s)**

LCFF-Supplemental (Site Fund)

Provide two-day STEAM/Hands-on-learning training and support for teachers. This aligns with NGSS and grade-level standards and will increase hands-on learning opportunities in class.

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

Lower Performing Students in ELA/Math

**Strategy/Activity**

Teacher/Staff Instructed Intervention Groups

**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)**

3600

**Source(s)**

LCFF-Supplemental (Site Fund)

Provide after-school intervention groups taught by certificated teacher or staff. Targeted intervention for students demonstrating need in areas of Reading and Math will address specific needs and assist in conceptual understanding and progress toward grade-level standards.

500

LCFF-Supplemental (Site Fund)

Purchase supplemental curriculum for intervention. Targeted curriculum will enhance

intervention instruction to better meet student needs.

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Hands-on Science Curriculum

#### 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)

2250

#### Source(s)

LCFF-Supplemental (Site Fund)

Project Lead The Way will be offered at all grade levels to teach students STEAM based learning. This is aligned to Next Generation Science Standards and will help students develop critical thinking/problem solving skills.

### Strategy/Activity 4

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

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

Grade 2-5 Students

#### Strategy/Activity

Technology for Teachers and Students

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2550

#### Source(s)

LCFF-Supplemental (Site Fund)

Provide additional technology platform to support all learning during in-person and at home learning. The additional technology will enhance access to curriculum and planning.

### 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

Teacher Learning/Tech Supplies

### 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)

4500

Source(s)

LCFF-Supplemental (Site Fund)

Provide teachers with technology/printing supplies to support curriculum needs for students. This will enable additional materials to be available for students and learning needs.

### Strategy/Activity 6

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

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

All Students

Strategy/Activity

Teacher Professional Development

### 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)

5000

Source(s)

LCFF-Supplemental (Site Fund)

Provide professional development for teachers to enhance utilization of PLTW Modules and other hands-on learning experiences for students.

### Strategy/Activity 7

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

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

All Students

Strategy/Activity

MTSS Team

### 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)

2000

Source(s)

LCFF-Supplemental (Site Fund)

MTSS Members and SST Coordinator

### **Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Additional/Targeted Curriculum

#### **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)

3134

Source(s)

LCFF-Supplemental (Site Fund)

Purchase additional books/curriculum to support classroom small groups ELA, social science, science needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School & Community Engagement

## LEA/LCAP Goal

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

## Goal 2

All students will be engaged and participate in school activities and create a positive school culture.

## Identified Need

As the first year Leaman Elementary has been open full-time, students and families need to continue building the positive climate and learning culture.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

PBIS and Positive Award System

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF-Supplemental (Site Fund)

Use PBIS and positive awards to motivate and reward students for behavior and academics.

1600

LCFF-Supplemental (Site Fund)

**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

Student Club Support

**Proposed Expenditures for this Strategy/Activity**

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

## Amount(s)

4500

## Source(s)

LCFF-Supplemental (Site Fund)

Provide support for student clubs on campus to help build positive contributions/connections and encourage YDI strategies around campus and the community.

**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

PE Equipment

**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)

1500

## Source(s)

LCFF-Supplemental (Site Fund)

Purchase PE equipment to encourage participation from all students and support additional unit opportunities.

**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

Art Docent Supplies

**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)

2000

Source(s)

LCFF-Supplemental (Site Fund)

Purchase art supplies for art docents and classes. This will enhance student exposure and participation in art lessons while increasing engagement

**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

Guest Presentation Assemblies

**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)

3500

Source(s)

LCFF-Supplemental (Site Fund)

Assemblies to promote positive behavior, anti-bullying, anti-drug, good choices, etc. This will enhance school spirit and positive life choices for students.

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	45,934	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	45,934.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Supplemental (Site Fund)	45,934.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,334.00
Goal 2	14,600.00

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

## **Name of Members**

## **Role**

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 10/14/21.

Attested:



Principal, Jack Gout on 11/10/21



SSC Chairperson, Paula Gross on 11/10/21