

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

|  |   |
|--|---|
| School Name                            | Ellerth E. Larson Elementary              |
| Address                                | 2375 Giannoni Way<br>Lodi, Ca, 95242-4795 |
| County-District-School (CDS) Code      | 39685850108209                            |
| Principal                              | Eric Collins                              |
| District Name                          | Lodi Unified School District              |
| SPSA Revision Date                     | 5/24/203                                  |
| Schoolsite Council (SSC) Approval Date |   |
| Local Board Approval Date              | June 13, 2023                             |

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Larson Elementary is a safe school climate in which critical thinking and lifelong learning are emphasized, developed, and nurtured for students and staff alike. This includes the expectation of high standards for all students, allows for risk taking, and results in confident, caring, and productive individuals who strive for excellence in all that they do. We also support and respect cultural diversity of all types as well as students with a variety of special needs. Our school wide emphasis is to focus on successful, effective programs for all students, especially in the area of literacy, and to foster a positive, cooperative effort between home, school and the community.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Additional Targeted Support and Improvement

## School Profile

Larson Elementary school is a part of Lodi Unified School District. We are a Kindergarten-Sixth grade school that serves 810 students. We are a diverse population with 14.8% of our students being English Learners and 57.4% of our students being Socioeconomically Disadvantaged.

The Larson School Community is made up of the following Student populations: (Data Quest 21/22)

810 Total enrollment  
57.4% Socioeconomically Disadvantaged  
14.4% English Learners  
12.3% Students with Disabilities  
42.5% Hispanic  
10.2% Asian  
34.4% White  
3.1% Not Reported  
1.6% African American  
5.2% Two or More Races  
.6% Pacific Islander  
.5% American Indian or Alaska Native  
1.9% Filipino

## Educational Partner 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

Stakeholders involved in the development of the ATSI goal included the school administration, staff, and leadership team.

## Resource Inequities

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

Based upon the California School Dashboard state indicators, Larson has been identified for Additional Targeted Support and Improvement ATSI. Students who are Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Chronic Absenteeism as reported on the 2022 CA Dashboard release.

In order to move the levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through increased professional development opportunities aligned to the Lodi MTSS Theory of Action which seeks to ensure that all students are prepared for the next steps in their personal and academic journey and reach their full potential. Larson professional development will be centered on the three core areas of instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ATSI Goal

### Goal Statement

The educational outcomes of our Students who are Two or more races will mirror that of the general population.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready (LCAP Goal 2).

### Basis for this Goal

CDE CA Dashboard Data for the 2021-22 school year indicates that Larson demonstrates chronic absenteeism as very high for students who are Two or More Races.

### Expected Annual Measurable Outcomes

| Metric/Indicator         | Baseline   | Expected Outcome  |
|--------------------------|--|---|
| Chronic Absenteeism Rate | 31.5% of students who are Two or more Races were chronically absent as reported on the 2022 CA Dashboard, Very High. | The chronic absenteeism rate for students who are Two or More Races will decrease to High on the 2023 CA Dashboard. |

### Planned Strategies/Activities

#### Strategy/Activity 1

ATSI 1

Professional Development opportunities will be provided to teachers, administration, paraeducators and additional support staff in the area of universal design for learning (UDL) and will include differentiated instruction and classroom engagement strategies.

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

Students who are Two or More Races

#### Timeline

July 2023- June 2024

#### Person(s) Responsible

Administration

Teachers  
Office Staff

### Proposed Expenditures for this Strategy/Activity

|                  |  |
|------------------|--|
| Amount           | 3000.00  |
| Source           | LCFF   |
| Budget Reference | 1120 Teacher Temp                                    |
| Description      | Professional Development opportunities for teachers. |

### Strategy/Activity 2

ATSI 2

Staff will meet to collaborate outside of the contracted work day to review and analyze student group data in each of the ATSI qualifying indicators. Next steps and adjustments to instruction and tiered supports will be made as a result of data-based decisions.

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

Students who are Two or More Races

### Timeline

July 2023- June 2024

### Person(s) Responsible

Administration  
Teachers  
Office Staff

### Proposed Expenditures for this Strategy/Activity

|                  |   |
|------------------|---|
| Amount           | 2000.00   |
| Source           | LCFF  |
| Budget Reference | 1120 Teacher Temp   |
| Description      | Time card hours for collaboration meetings outside of contract hours. |

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| Description   | Amount   |
|---|----------|
| Total Funds Provided to the School Through the Consolidated Application |          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | 5,000.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
| LCFF           | 5000   | 0.00    |

## Expenditures by Funding Source

| Funding Source | Amount   |
|----------------|----------|
| LCFF           | 5,000.00 |

### Preliminary Plan

### Final Plan

*R. Perez*

05/31/2023 08:45 am

*Principal*

*Date*

*SSC Chairperson*

*Date*

*Rafael G.*

05/31/2023 08:45 am

*Program Manager*

*Date*

*Principal*

*Date*

*SSC Chairperson*

*Date*

*Program Manager*

*Date*



# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

| Budget Reference  | Funding Source | Amount   |
|-------------------|----------------|----------|
| 1120 Teacher Temp | LCFF           | 5,000.00 |