

School Year: **2022-23**



# 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 |
|--------------------------------|-----------------------------------|--|---------------------------|
| Earl LeGette Elementary School | 34 67447 6034672                  | May 31, 2022                           | June 28th, 2022           |

## Purpose and Plan Summary

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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.



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## 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

Involvement with developing the School Plan began in the spring of school year 2021-22. Site Leadership teams and our School Site Council evaluated the current SPSA to determine if actions had been effective. Each group noted the success of improving school climate and parent customer service, as well as a large increase school-wide in math performance.

School Site Council met three times prior to SPSA approval on May 31, 2022. SSC was interested in improving student empathy and treatment of other students, providing more supports for student academics (interventions), and to continue improving reading and math performance.

Site Leadership Team met six times and voiced concern about school climate, student empathy, and ways to make the site safer for students and staff.

The English Language Advisory Committee was not organized this year, due to numbers below the

required threshold.

Stakeholder involvement was accomplished via meetings and conversations.

Site Leadership Team met weekly January to May to review and discuss:

- data compared to 2020-2021
- how to best support student academics and SEL.
- professional learning opportunities as it applies to SEL and academic supports.

Staff engaged during staff meetings in January through May to review and discuss:

- data compared to 2020-2021
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance

School Site Council met October to May to review/discuss:

- data compared to 2020-2021
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance

## Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on models of learning through 2021-22, the focus of this plan is to address resource inequities related to learning gaps and lack of social/emotional supports.

Actions are designed to promote attendance, SEL supports/learning, and academic interventions through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

**Professional Learning:** Teachers will focus their learning around social/emotional strategies (Second Step, Safe Schools Ambassador program, Peer Mediation), literacy TK-6 (renewing skills in reading instruction, while applying it to their writing), and school-wide climate.

**Intervention:** Student skill loss varies according to each student's circumstance. There is an inequity in skill loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of skill loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

**Effective communication:** Access to technology (and transportation to get working technology) seem to be the barriers to effective communication between home and school. Majority of families, regardless of socioeconomic status, language, or homelessness maintained communication with the school.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively. Additionally, due to working families relying on friends and older family members, this digital divide was even larger than first anticipated.

In past years, resources have typically been spent "big picture" on teacher release time, interventions, and school climate. The focus has always been on specific academic and culture areas. Next year, 2022-23, resources will be allocated more precisely. The process of talking more in-depth with stakeholders and gathering both quantitative and qualitative input have allowed us to dig deeper into root causes and assigning resources to those areas.

# 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

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

SAEBRS and mySAEBRS in fall and winter, as well as the annual district survey with results coming out in late March 2022.

What worked and didn't work? Why? (monitoring)

Staff were new to SAEBRS and mySAEBRS, so more staff development on reading and interpreting data needs to take place in 2022-23. With the annual survey coming out earlier than in past years, it gave us more time to discuss results as a staff and in small group. If it came out a little earlier in March, we'd have more time to clarify student results and dig deeper through empathy gathering discussions.

What modification(s) did you make based on the data? (evaluation)

This year we didn't make any drastic changes, except to eliminate one intervention teacher position and hire a full-time counselor for next year.

**2021-22  
Identified Need**

With the 2020-21 school year being mainly through distance learning, students until their return had been out of school for over a year. It was evident this year (21-22) that students had gaps in learning and social skills at all levels. Staff noticed a large number of students forgetting what the school environment was like and what it meant to be a community of learners. It was clear, based on anecdotal evidence, that students could use lessons on basic principals of respect, manners, and the like. It's also clear that students need more learning around conflict management (especially during recess) and have a number of social/emotional needs that need to be met.

**Annual Measurable Outcomes**

| Metric/Indicator  | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|------------------|--------------------------|
| Student Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- School climate is positive, nurturing and caring. | 73.6%            | 83.6%                    |
| Student Survey: SAFETY- This school is a safe place for all students.                                     | 87.6%            | 92.6%                    |
| Student Survey: SAFETY- Bullying is an issue on our campus.   | 11.0%            | 6.0%                     |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students feel a like a part of a school community.     | 75.5%            | 80.5%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- People are respectful to others at my school.          | 72.1%            | 82.1%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students are happy to be at school.                    | 79.0%            | 85.0%                    |

| Metric/Indicator  | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|------------------|--------------------------|
| Student Survey: There is an adult from the school who checks on how students are doing. | 74.8%            | 80.8%                    |
| Student Attendance Rate   | 92.1%            | 96.1%                    |
| mySAEBRS: Social- High Risk, Some Risk (winter)   | 3.5%, 14.1%      | 2.5%, 9.1%               |
| SAEBRS: Social- High Risk, Some Risk (winter)   | 2.3%, 21.4%      | 2.0%, 16.4%              |
| mySAEBRS: Academic- High Risk, Some Risk (winter)                                       | 2.1%, 9.7%       | 1.1%, 5/7%               |
| SAEBRS: Academic- High Risk, Some Risk (winter)   | 5.5%, 16.3%      | 2.5%, 11.3%              |
| mySAEBRS: Emotional- High Risk, Some Risk (winter)                                      | 7.8%, 13.1%      | 3.8%, 8.1%               |
| SAEBRS: Emotional- High Risk, Some Risk (winter)  | 6.4%, 20.2%      | 3.4%, 15.2%              |

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 & Proposed Expenditures

| SPSA # | Action/Service  | Principally Serving   | Person(s) Responsible  | Source(s)   | Proposed Allocation | Implementation Timeline |
|--------|---|---|------------------------|---|---------------------|-------------------------|
| 1.1    | Implement assemblies and programs that promote positive behavior, antibullying, and recognition of our community. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation<br>5000-5999: Services And Other Operating Expenditures | 2,000               | September 2022-May 2023 |



|     |  |   |                        |  |                |                         |
|-----|--|---|------------------------|--|----------------|-------------------------|
|     |  |   |                        |  |                |                         |
| 1.2 | Purchase materials to support the teaching and modeling of respectful communication, character development, and conflict resolution throughout the school community (e.g. whole body learning and whole brain teaching). | <input checked="" type="checkbox"/> All Students<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Low-Income Students<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies  | 1,000          | September 2022-May 2023 |
| 1.3 | Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Peer Mediation Program, Safe Schools Ambassador program)  | <input checked="" type="checkbox"/> All Students<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Low-Income Students<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation 1000-1999: Certificated | 3,000<br>1,150 | September 2022-May 2023 |

|  |  |  |  |                    |  |  |
|--|--|--|--|--------------------|--|--|
|  |  |  |  | Personnel Salaries |  |  |
|--|--|--|--|--------------------|--|--|

# 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

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Attendance rates (monthly), discipline records (monthly), and mySAEBRS (trimester).

What worked and didn't work? Why? (monitoring)

Attendance rates, discipline records and even mySAEBRS doesn't tell the whole picture. There are student stories and experiences that go untold and unheard even when monitoring data.

What modification(s) did you make based on the data? (evaluation).

We attempted to increase school-wide activities to increase student interest in being at school. Staff had more conversations than ever before around student SEL needs. Additionally, the majority of staff participated in a book study around trauma-based instruction.

## 2021-22

### Identified Need

We still need opportunities for EL and Low SES students to experience positive interactions with other students and refine social skills; Increase EL and Low SES attendance rates and decrease chronic absence rates; and, Refine classroom environment strategies in order to increase student sense of belonging, to better understand what students perceive as disrespect, to further develop a caring/nurturing community, and to teach students the difference between disrespect and true bullying. Even though we've been back to in-person teaching for a year, students still need re-training and school enculturation. This would include teaching conflict management strategies and developing programs school-wide.

### Annual Measurable Outcomes

| Metric/Indicator   | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|------------------|--------------------------|
| Student Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- School climate is positive, nurturing, and caring. | 73.6%            | 83.6%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Student feels a like a part of a school community.      | 75.5%            | 80.5%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students like learning from other students.             | 57.9%            | 67.9%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students are happy to be at school.                     | 79.0%            | 85.0%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- People are respectful to others at my school.           | 72.1%            | 82.1%                    |
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students feel close to people at my school.             | 76.1%            | 81.1%                    |

| Metric/Indicator  | Baseline 2021-22    | Expected Outcome 2022-23 |
|---|---------------------|--------------------------|
| Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- The adults at this school treat students fairly.                                   | 80.2%               | 85.2%                    |
| Student Survey: PARTICIPATION/ENGAGEMENT/MOTIVATION- School provides opportunities for academic support when students are struggling. | 58.6%               | 68.6%                    |
| Student Survey: PARTICIPATION/ENGAGEMENT/MOTIVATION- It is easy for students to stay focused on their schoolwork.                     | 59.8%               | 69.8%                    |
| Student and Staff Survey: SAFETY- Bullying is an issue on our campus.   | 11.0%, 12.1%        | 6.0%, 7.1%               |
| Parent and Student Survey: SAFETY- Concerns about student safety are addressed appropriately at my school.                            | 74.8%, 64.4%        | 79.8%, 74.4%             |
| Parent, Student, and Staff Survey: PARTICIPATION/ ENGAGEMENT/ MOTIVATION- Students are excited in what they are learning.             | 90.5%, 64.0%, 94.4% | 92.5%, 69.0%, 96.4%      |
| mySAEBRS: Social- High Risk, Some Risk (winter)   | 3.5%, 14.1%         | 2.5%, 9.1%               |
| SAEBRS: Social- High Risk, Some Risk (winter)   | 2.3%, 21.4%         | 2.0%, 16.4%              |
| mySAEBRS: Emotional- High Risk, Some Risk (winter)  | 7.8%, 13.1%         | 3.8%, 8.1%               |
| SAEBRS: Emotional- High Risk, Some Risk (winter)  | 6.4%, 20.2%         | 3.4%, 15.2%              |
| Student Attendance Rate   | 92.1%               | 96.1%                    |
| Chronic Absence Rates   | 26.5%               | 5.0%                     |

| Metric/Indicator                             | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|------------------|--------------------------|
| In-School Suspensions (Overall, EL, Low SES) | 0.4%, 0.0%, 1.9% | 0.2%, 0.0%, 0.8%         |
| Home Suspensions (Overall, EL, Low SES)      | 2.7%, 1.0%, 9.5% | 1.0%, 0.0%, 2.5%         |

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 & Proposed Expenditures

| SPSA # | Action/Service  | Principally Serving   | Person(s) Responsible  | Source(s)   | Proposed Allocation | Implementation Timeline |
|--------|---|---|------------------------|---|---------------------|-------------------------|
| 2.1    | Purchase materials to support the teaching and modeling of respectful communication , character development, and conflict resolution throughout the school community (e.g. whole body learning and whole brain teaching). | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1,000               | September 2022-May 2023 |
| 2.2    | Offer incentives for positive attendance and engagement.  | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation                               | 1,000               | September 2022-May 2023 |

|     |   |   |                        |   |                  |                         |
|-----|---|---|------------------------|---|------------------|-------------------------|
|     |   |   |                        | 4000-4999:<br>Books And<br>Supplies   |                  |                         |
| 2.3 | Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Peer Mediation Program, Safe Schools Ambassador program) | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation<br>1000-1999: Certificated Personnel Salaries | 3,000<br><br>500 | September 2022-May 2023 |
| 2.4 | Purchase SEL based book for staff book study.   | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies  | 1,000            | September 2022-May 2023 |
| 2.5 | Professional Development  | X All Students<br>X English Learners  | Principal and Teachers | LCFF Supplemen  | 2,000            | September 2022-May 2023 |

|  |   |   |  |   |  |  |
|--|---|---|--|---|--|--|
|  | for SEL site priorities (e.g. Second Step, Peer Mediation, Safe Schools Ambassador program, etc.) | <input checked="" type="checkbox"/> Low-Income Students<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Other Homeless |  | <input type="checkbox"/> Total Site Allocation 5000-5999: Services And Other Operating Expenditures |  |  |
|--|---|---|--|---|--|--|



# 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

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Text Level and iReady (trimester)

What worked and didn't work? Why? (monitoring)

As mentioned previously, due to changes in the normal reporting methods and various agreed upon SLAs, text level data wasn't requested at regular intervals and thus cannot be accurately represented in the data results. iReady data can be viewed with confidence.

What modification(s) did you make based on the data? (evaluation)

No major changes during the year, except to change students receiving help from our intervention teachers in the area of reading.

**2021-22****Identified Need**

Reading; Phonemic Awareness (materials, staff development, and instructional strategies); Writing (all content areas); Math (problem solving); and, Staff Development around the use of the iReady intervention program.

**Annual Measurable Outcomes**

| Metric/Indicator   | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|------------------|--------------------------|
| iReady Reading Diagnostic (Grades 3-6) (at grade level)          | 56.8%            | 66.8%                    |
| iReady Reading Diagnostic (Grades 3-6, Low SES) (at grade level) | 39.0%            | 59.0%                    |
| iReady Reading Diagnostic (Grades 3-6, EL) (at grade level)      | 13.3%            | 35.0%                    |
| iReady Math Diagnostic (Grades 3-6) (at grade level)             | 49.1%            | 59.1%                    |
| iReady Math Diagnostic (Grades 3-6, Low SES) (at grade level)    | 22.0%            | 42.0%                    |
| iReady Math Diagnostic (Grades 3-6, EL) (at grade level)         | 13.3%            | 35.0%                    |
| Text Level (Gr K-2) (at grade level)                             | 57.9%            | 70.0%                    |
| Text Level (Gr K-2, EL) (at grade level)                         | 27.3%            | 50.0%                    |
| Text Level (Gr K-2, Low SES) (at grade level)                    | 66.7%            | 75.0%                    |
| ELPAC Levels 3 and 4 (overall) ('20-'21 data)                    | 60.0%            | 70.0%                    |
| ELPAC Levels 3 and 4 (oral) ('20-'21 data)                       | 80.0%            | 85.0%                    |
| ELPAC Levels 3 and 4 (writing) ('20-'21 data)                    | 46.0%            | 66.0%                    |
| mySAEBRS: Academic- High Risk, Some Risk (winter)                | 2.1%, 9.7%       | 1.1%, 5/7%               |

| Metric/Indicator                                | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|------------------|--------------------------|
| SAEBRS: Academic- High Risk, Some Risk (winter) | 5.5%, 16.3%      | 2.5%, 11.3%              |

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 & Proposed Expenditures**

| SPSA # | Action/Service  | Principally Serving   | Person(s) Responsible  | Source(s)   | Proposed Allocation | Implementation Timeline |
|--------|---|---|------------------------|---|---------------------|-------------------------|
| 3.1    | Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension , and writing. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 5,000               | September 2022-May 2023 |
| 3.2    | Purchase supplemental ELD materials and supplies.   | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other                  | Principal and Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 800                 | September 2022-May 2023 |
| 3.3    | Purchase online curricular subscriptions to   | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation                               | 5,550               | September 2022-May 2023 |

|     |  |   |                        |  |       |                         |
|-----|--|---|------------------------|--|-------|-------------------------|
|     | support student learning   |   |                        | 5800: Professional/Consulting Services And Operating Expenditures            |       |                         |
| 3.4 | Professional Development around literacy (e.g. critical literacy) and writing (writer's workshop). | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1,000 | September 2022-May 2023 |
| 3.5 | Math manipulatives and hands-on items to support math instruction.                                 | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies              | 1,000 | September 2022-May 2023 |

# 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

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We utilized no data this year.

What worked and didn't work? Why? (monitoring)

N/A

What modification(s) did you make based on the data? (evaluation)

No modifications this year. For next year, It's our desire to use Naviance next year.

### 2021-22

## Identified Need

With this still being a new goal area for our site, there are several areas our staff can work on in helping to inform our parents and students. Our school needs to do more to bring awareness to course offerings at the middle and high school level, as well as raise more awareness with out students around graduation requirements. Additionally, we need to have more open discussions on how students feel they learn best and what environments they feel they learn more.

### Annual Measurable Outcomes

| Metric/Indicator   | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|------------------|--------------------------|
| Parent and Student Survey: COLLEGE AND CAREER - Students and parents know what classes they will have to take and pass to graduate from high school. | 51.5%, 44.2%     | 56.5%, 49.2%             |
| Student Survey: PARTICIPATION/ ENGAGEMENT/ MOTIVATION- Students are excited in what they are learning.   | 64.0%            | 69.0%                    |
| Parent and Student Survey: PARTICIPATION/ ENGAGEMENT/ MOTIVATION- Students are prepared for the next step of their educational experience.           | 84.7%, 73.9%     | 89.7%, 78.9%             |
| Parent and Student Survey: COLLEGE AND CAREER- Students and parents know the kinds of courses they need to pass to be prepared for college.          | 50.8%, 43.6%     | 55.8%, 48.6%             |

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 & Proposed Expenditures

| SPSA # | Action/Service                                  | Principally Serving   | Person(s) Responsible  | Source(s)                         | Proposed Allocation | Implementation Timeline |
|--------|---|---|------------------------|-----------------------------------|---------------------|-------------------------|
| 4.1    | Increase dialogue between students and teachers | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation | 350<br>650          | September 2022-May 2023 |



|     |   |   |                        |  |     |                         |
|-----|---|---|------------------------|--|-----|-------------------------|
|     | around what students want to learn and what environment they find best for learning.                                    |   |                        | 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation<br>1000-1999: Certificated Personnel Salaries |     |                         |
| 4.2 | Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation<br>5700-5799: Transfers Of Direct Costs  | 500 | September 2022-May 2023 |
| 4.3 | Implement and promote college themed spirit days to provide opportunities to explore                                    | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies   | 500 | September 2022-May 2023 |

|     |   |   |                        |  |     |                         |
|-----|---|---|------------------------|--|-----|-------------------------|
|     | college/career interests.   |   |                        |  |     |                         |
| 4.4 | Implement 6th grade college and career exploration (e.g. Naviance). | <input checked="" type="checkbox"/> All Students<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Low-Income Students<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Other Homeless | Principal and Teachers | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 500 | September 2022-May 2023 |



## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

| Actions to be Taken to Reach This Goal<br>Consider all appropriate dimensions (e.g.,<br>Teaching and Learning, Staffing, and<br>Professional Development)   | Start Date<br>Completion<br>Date  | Proposed Expenditures  | Estimated<br>Cost  | Funding<br>Source<br>(itemize for<br>each<br>source)  |
|---|---|--|--|---|
| <ol style="list-style-type: none"> <li>1. Summer Programs</li> <br/> <li>2. Intervention</li> <br/> <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li> <br/> <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol> | <p>School year 2022-23</p>  | <p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p><br><p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p><br><p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p><br><p>Salary and benefits, materials, and supplies.</p> | <p>\$1,200,000</p><br><p>\$617,219</p><br><p>100,000</p><br><p>771,420</p> | <p>Title I</p>  |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description   | Amount      |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0.00      |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0.00      |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$31,500.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs           | Allocation (\$) |
|-----------------------------------|-----------------|
| LCFF Supplemental Site Allocation | \$31,500.00     |

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

# 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 Allocation | 31500.00 | 0.00    |

## Expenditures by Funding Source

| Funding Source                    | Amount    |
|-----------------------------------|-----------|
| LCFF Supplemental Site Allocation | 31,500.00 |

## Expenditures by Budget Reference

| Budget Reference  | Amount    |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 3,800.00  |
| 4000-4999: Books And Supplies                                     | 17,650.00 |
| 5000-5999: Services And Other Operating Expenditures              | 4,000.00  |
| 5700-5799: Transfers Of Direct Costs                              | 500.00    |
| 5800: Professional/Consulting Services And Operating Expenditures | 5,550.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source                    | Amount    |
|---|-----------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | LCFF Supplemental Site Allocation | 3,800.00  |
| 4000-4999: Books And Supplies                                     | LCFF Supplemental Site Allocation | 17,650.00 |
| 5000-5999: Services And Other Operating Expenditures              | LCFF Supplemental Site Allocation | 4,000.00  |
| 5700-5799: Transfers Of Direct Costs                              | LCFF Supplemental Site Allocation | 500.00    |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental Site Allocation | 5,550.00  |

# Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 7,150.00           |
| Goal 2      | 8,500.00           |
| Goal 3      | 13,350.00          |
| Goal 4      | 2,500.00           |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Ben Avey          | Parent or Community Member |
| Greg Barge        | Principal                  |
| Andy Berry        | Parent or Community Member |
| Alicia Colvin     | Parent or Community Member |
| Michelle Koontz   | Classroom Teacher          |
| Melissa Lowndes   | Parent or Community Member |
| Melinda Mortenson | Classroom Teacher          |
| Joanne Strauch    | Other School Staff         |
| Joy Toyias        | Classroom Teacher          |
| Troy Westover     | 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 May 31, 2022.

Attested:



Principal, Greg Barge on May 31, 2022



SSC Chairperson, Ben Avey on May 31, 2022

# Budget By Expenditures

## Earl LeGette Elementary School

**Funding Source: LCFF Supplemental Site Allocation**

**\$31,500.00 Allocated**

| Proposed Expenditure   | Object Code  | Amount     | Goal   | Action |
|--|--|------------|--|--------|
| Implement assemblies and programs that promote positive behavior, antibullying, and recognition of our community.  | 5000-5999: Services And Other Operating Expenditures | \$2,000.00 | Connected School Communities                     |        |
| Purchase materials to support the teaching and modeling of respectful communication, character development, and conflict resolution throughout the school community (e.g. whole body learning and whole brain teaching). | 4000-4999: Books And Supplies                        | \$1,000.00 | Connected School Communities                     |        |
| Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Peer Mediation Program, Safe Schools Ambassador program)  | 4000-4999: Books And Supplies                        | \$3,000.00 | Connected School Communities                     |        |
|  | 1000-1999: Certificated Personnel Salaries           | \$1,150.00 | Connected School Communities                     |        |
| Purchase materials to support the teaching and modeling of respectful communication, character development, and conflict resolution throughout the school community (e.g. whole body learning and whole brain teaching). | 4000-4999: Books And Supplies                        | \$1,000.00 | Healthy Environments for Social-Emotional Growth |        |
| Offer incentives for positive attendance and engagement.   | 4000-4999: Books And Supplies                        | \$1,000.00 | Healthy Environments for Social-Emotional Growth |        |
| Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Peer Mediation Program, Safe Schools Ambassador program)  | 4000-4999: Books And Supplies                        | \$3,000.00 | Healthy Environments for Social-Emotional Growth |        |

## Earl LeGette Elementary School

|  |   |            |  |
|--|---|------------|--|
| Purchase SEL based book for staff book study.  | 4000-4999: Books And Supplies                                     | \$1,000.00 | Healthy Environments for Social-Emotional Growth |
| Professional Development for SEL site priorities (e.g. Second Step, Peer Mediation, Safe Schools Ambassador program, etc.)           | 5000-5999: Services And Other Operating Expenditures              | \$2,000.00 | Healthy Environments for Social-Emotional Growth |
|  | 1000-1999: Certificated Personnel Salaries                        | \$500.00   | Healthy Environments for Social-Emotional Growth |
| Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.           | 4000-4999: Books And Supplies                                     | \$5,000.00 | Engaging Academic Programs                       |
| Purchase supplemental ELD materials and supplies.  | 4000-4999: Books And Supplies                                     | \$800.00   | Engaging Academic Programs                       |
| Purchase online curricular subscriptions to support student learning   | 5800: Professional/Consulting Services And Operating Expenditures | \$5,550.00 | Engaging Academic Programs                       |
| Professional Development around literacy (e.g. critical literacy) and writing (writer's workshop).                                   | 1000-1999: Certificated Personnel Salaries                        | \$1,000.00 | Engaging Academic Programs                       |
| Math manipulatives and hands-on items to support math instruction.   | 4000-4999: Books And Supplies                                     | \$1,000.00 | Engaging Academic Programs                       |
| Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning. | 4000-4999: Books And Supplies                                     | \$350.00   | Clear Pathways to Bright Futures                 |
| Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.              | 5700-5799: Transfers Of Direct Costs                              | \$500.00   | Clear Pathways to Bright Futures                 |
| Implement and promote college themed spirit days to provide opportunities to explore college/career interests.                       | 4000-4999: Books And Supplies                                     | \$500.00   | Clear Pathways to Bright Futures                 |



## Earl LeGette Elementary School

|   |  |          |                                  |
|---|--|----------|----------------------------------|
| Implement 6th grade college and career exploration (e.g. Naviance). | 1000-1999: Certificated Personnel Salaries | \$500.00 | Clear Pathways to Bright Futures |
|   | 1000-1999: Certificated Personnel Salaries | \$650.00 | Clear Pathways to Bright Futures |

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LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Earl LeGette Elementary School Total Expenditures: \$31,500.00