



OTTOMON ELEMENTARY

An Artful Learning School

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
Ottomon Elementary School	34-67447-6105928	June 10th, 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, 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 2022-23 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 in both academics and social-emotional growth, 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

School Site Council, Site Leadership Team, ELAC and staff participated in the Comprehensive Needs Assessment and provided input on revisions to the 2022-2023 plan.

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 student academic and social-emotional levels, the focus of this plan is to address resource inequities related to mitigating learning gaps and supporting students in classroom instruction.. The resources include, but are not limited to:

1. Engage in family outreach through a focus on family events which support a connected school community.
2. Provide an intervention teacher to support student learning in small groups.
3. Utilizing supplement funded staff to provide counseling and intervention to students during the regular school day
4. Develop and use assessments to identify and address areas of need
5. Support students with identifying college and career goals
6. Engage in explicit, systematic instruction in word recognition
7. Identify and purchase social-emotional curriculum to aid students in regaining interpersonal skills

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

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student and family connectedness.

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?

Implementation of strategies/activities and their overall effectiveness were impacted due to the ongoing Covid pandemic. As a result of strict protocols put in place by the CDPH, families were not allowed on campus until late March of 2023. However, we did utilize the Spring School Survey as an analysis tool as well as parent feedback forms 6 times per year. Effectiveness of the latter was difficult to measure due to low response rates.

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

In the area of parent involvement, according to the Spring School Survey, 97.3% of parents have an overall favorable rating. However, in the category describing parent opportunities to be involved in school and classroom activities, only 64.2% responded favorably. A highlight was in the area of staff at school being helpful and welcoming when families come to school or call. This item came in at an impressive 97.4% favorable rating.

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

Working collaboratively with our PTA and staff, we are creating 1) a room parent process with a PTA committee lead and 2) committees for different activities next year such as welcome picnic, family nights out/fundraisers, and teacher appreciation week

2021-22

Identified Need

Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2020 - 21 School Survey - School Decision Making Winter 2020-21 School Survey - Parent Involvement	88.3% of parents strongly agree/agree that the school includes parents in decision making. 97.3% of parents strongly agree/agree that parents are encouraged to be involved in the school	90% of parents strongly agree/agree that the school includes parents in decision making. 98% of parents strongly agree/agree that parents are encouraged to be involved in the school.

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	Publish school newsletters in Smore to allow for translation of newsletter content.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 5800: Professional/Consulting Services And Operating Expenditures	149.00	8/22 - 6/23

1.2	Virtual and in-person family nights to support academics, the arts, and SEL	X All Students English Learners Low-Income Students Foster Youth Other	Principal , Teachers		0.00	8/22 - 6/23
1.3	School administration and teachers use Class Dojo to communicate with families in real time.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	8/22 - 6/23
1.4	School Site Council meetings will be held multiple times a year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	8/22 - 6/23
1.5	English Learner Advisory Council meetings will be held 4 times a year to review EL data and provide	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	8/22 - 6/23

	input to School Site Council as to actions which will support English Learners					
1.6		All Students English Learners Low-Income Students Foster Youth Other				

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

Staff cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social and emotional learning to ensure essential student development.

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?

Chronic absenteeism was monitored weekly but was at an all-time high due to mandatory quarantine protocols. A disconnect from school created academic and behavioral challenges for many students. SAEBRS screeners were administered once per trimester. All teachers, grades K-5, screened all students. Additionally, students in grades 4-5 self-screened in the fall and winter.

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

- 1) Attendance: Attendance incentive programs were not implemented as we did not want to encourage attendance of sick students during a pandemic.
- 2) Social-Emotional Learning: Overall, Ottomon students are falling close to the ideal of 85% being low-risk, 15% some-risk, and 5% high-risk. Our actual spring data indicates the following:
SAEBRS TOTAL: 83% low-risk, 12.3% some-risk, 4.7% high-risk.
SAEBRS SOCIAL: 76.3% low-risk, 17.4% some-risk, 6.3% high-risk.

SAEBRS ACADEMIC: 82.2% low-risk, 12.3% some-risk, 5.5% high-risk.
 SAEBRS EMOTIONAL: 81.4% low-risk, 9.5% some-risk, 9.1% high-risk.
 This data indicates emotional behaviors are an area of focus for next year.

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

- 1) We will purchase and implement Second-Step Curriculum to create a whole-school program to support students in developing healthy responses to academic and social challenges.
- 2) We will reinstate character assemblies to highlight students making positive choices
- 3) We will reinstate an attendance incentive program

2021-22

Identified Need

Chronic absenteeism goal is less than 10%. SAEBRS Goal of 85% of students (or more) at low-risk.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Rates	Not measureable due to pandemic	All 95.8% Low SES 95.5%
Chronic Absenteeism	Not measureable due to pandemic	All 11.6% Low SES 13.5%
Home Suspensions	All 0% Low SES 0%	All .0% Low SES 0%
SAEBRS	SAEBRS TOTAL: 83% low-risk, 12.3% some-risk, 4.7% high-risk.	SAEBRS TOTAL: 86% low-risk, 10% some-risk, 4% high-risk.

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 library books which support BIPOC student identity and social emotional learning	All Students English Learners X Low-Income Students Foster Youth X Other BIPOC	Principal		0.00	School year 2022-23
2.2	Weekly social emotional learning and movement with Sami Kader's on-demand program	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	2700.00	School year 2022-23
2.3	Daily Project Wisdom message to reinforce a kind, respectful school community	X All Students English Learners Low-Income Students Foster Youth Other	Principal	None Specified	0.00	School year 2022-23

2.4	Positive attendance recognition	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 4000-4999: Books And Supplies	700.00	School year 2022-23
2.5	Outreach to families with students at risk for chronic absenteeism	X All Students English Learners Low-Income Students Foster Youth Other	Principal	None Specified	0.00	School year 2022-23
2.6	Half time MTSS counselor to support student mental health needs	X All Students English Learners Low-Income Students Foster Youth Other	Social Worker	Other	0.00	School year 2022-23
2.7	Engage in Bullying Prevention month: teach students what is bullying, the impacts of bullying on others, and how to respond to bullying	X All Students English Learners Low-Income Students Foster Youth Other	All staff	None Specified	0.00	School year 2022-23
2.8	Teachers provide daily morning meeting to	X All Students English Learners Low-Income Students Foster Youth Other	All staff	None Specified	0.00	School year 2022-23

	build class community					
2.9	Centrally funded 1 hour of additional rec aide time	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3412	School year 2022-23

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 Academics

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

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

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?

DIBELS data, iReady data, and specific classroom assessments were monitored every 6 weeks to determine student successes and needs.

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

STILL NEED K-2 MATH DATA for iREADY. ***STILL NEED TO SORT OUT EXPENDITURES BELOW AND DELETE A FEW LINES***

Students made large gains this year in both reading and math.

For reading, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at grade level in reading):

K: Not assessed in Fall, Winter 43.2%
 1: Fall 14%, Winter 20.9%
 2: Fall 7.3%, Winter 29.3%
 3: Fall 38.3%, Winter 55.3%
 4: Fall 25%, Winter 29.5%
 5: Fall 38.8%, Winter 53.1%

For math, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at grade level in reading):

K: Not assessed in Fall
 1: N/A
 2: N/A
 3: Fall 8.5%, Winter 23.4%
 4: Fall 6.8%, Winter 27.3%
 5: Fall 24.5%, Winter 36.7%

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

A universal access block will be implemented in the 2022-23 school year to further accelerate reading and math recovery. Additionally, intensive professional development in phonics is scheduled for August, and continuing throughout the year, in both 95 percent core phonics as well as LETRS training. 1st grade is piloting Bridges Number Corner to add additional support in math.

2021-22

Identified Need

Student performance in ELA, as identified by the 2019 CAASPP, showed that 32.3% of students demonstrated achievement at/exceeded grade level standards which is a 0.8% decrease from 2018. 37.3% of students demonstrated achievement not at standard, which is a decrease of 9.4% from 2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SBAC ELA performance (2019 latest data)	All 32.3% Met/Exceeded Standard Low SES 25.7% Met/Exceeded Standard	All: 37.3% Met/Exceeded Standard Low SES 31.7% Met/Exceeded Standard
SBAC Math performance 2019 (2019 latest data)	All 30.4% Met/Exceeded Standard Low SES 25.7% Met/Exceeded Standard	All 35.4% Met/Exceeded Standard Low SES 31.7% Met Exceeded Standard

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
K-2 iReady Winter 2021-22	All 30.6% Met/Exceeded Standard Low SES 23.2% Met/Exceeded Standard	35.6% Met/Exceeded Standard Low SES 28.2% Met/Exceeded Standard
ELPAC Summative February 2022	55% Level 3/4	65% Level 3/4

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 supplemental ELA intervention materials to use in Universal Access support	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Intervention teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3766.00	School year 2022-2023
3.2	Purchase Heggerty Phonemic Awareness videos	X All Students English Learners Low-Income Students Foster Youth Other	K-2 Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	80.00	School year 2022-2023

3.3	Use multi-syllabic routine cards with students in grade 4 to support fluent reading	X All Students English Learners Low-Income Students Foster Youth Other	4th grade teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	102.00	School year 2022-2023
3.4	Provide release time for K-5 teachers to administer word recognition assessments, analyze data, adjust student groupings for next cycle	X All Students English Learners Low-Income Students Foster Youth Other	K-5 Teachers, Principal,	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	12600.00	School year 2022-2023
3.5	Professional Development in 95% Core Phonics Program Grades TK-5	X All Students English Learners Low-Income Students Foster Youth Other	TK-5 Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	8400.00	School year 2022-2023

3.6	K-1 and Intervention uses ESGI application to monitor students phonological progress.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	852.00	School year 2022-2023
3.7	Purchase supplemental math materials for grades 3-5 to enhance tier one instruction	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000.00	School year 2022-2023
3.8	1.0 intervention teacher to support student academic needs	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2022-2023

3.9	Staff will revise Artful Learning units of study to reflect updated science curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	None Specified	0.00	School year 2022-2023
3.10	Purchase morphology supplemental materials to support word recognition in grades 4/5	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Other		School year 2022-2023
3.11	BIA - Spanish to support ELs in content area learning	All Students X English Learners Low-Income Students Foster Youth Other	Teachers	Other	0.00	School year 2022-2023
3.12	Purchase materials to support student expression in Original Creations	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2022-2023
3.13	Staff meets throughout the year to regularly monitor student progress, using data to identify student needs	X All Students English Learners Low-Income Students Foster Youth Other	K-5 teachers, principal		0.00	School year 2022-2023

	and implement effective innovative strategies to increase student achievement					
3.14	Provide Sunday System intervention four times a week for student who have been identified with a phonological processing disorder or suspected phonological processing disorder.	All Students English Learners Low-Income Students Foster Youth Other	Resource Teacher	Other	0.00	School year 2022-2023
3.15	Teachers will collaborate monthly utilizing EnVision and Benchmark interim assessments plus iReady diagnostics to determine learning outcomes and align	All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2022-2023

	instructional practices to the determined outcomes.					
3.16	Students use iReady math to develop and extend foundational math skills.	X All Students English Learners Low-Income Students Foster Youth Other			0.00	School year 2022-2023
3.17	Site leadership team meets monthly to review academic achievement, attendance, and suspension data. Leadership team utilizes this information to determine the instructional focus of professional learning and determine actions to support an overall positive school culture for staff and students.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	None Specified	0.00	School year 2022-2023

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 the Spring School Climate Survey in the area of College and Career

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

Less than 60% of students in grades 4-5 indicate they are interested in college. Another 4.5% are interested in trades or technical school, 13.4% the military, and 35% are unsure or uninterested in any option beyond high school.

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

We will implement "College and Career Thursdays" where students and staff can dress up. We will implement "Career Day/s" in either the form of one large day with rotating presenters OR a monthly presentation.

2021-22

Identified Need

Students are unaware of the myriad of college and career choices available to them after high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - College and Career: Students know what they want to be when they grow up.	64.2% (100% minus the combination of "not interested in any choices" and "undecided about my plans)	68%

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	Career Day/s to expose students to careers in the arts	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	Other None Specified	0.00	School year 2022-2023
4.2	Partner with community organization for an Artist in Residence to support students' arts experiences	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	Other None Specified	0.00	School year 2022-2023
4.3	Field trips to learn about careers in the	X All Students English Learners Low-Income Students	Principal, teachers	None Specified	0.00	School year 2022-2023

	arts and our community	Foster Youth Other				
4.4	School-wide theme of Bright Futures to engage students in regular conversations about making plans for college and career	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers		0.00	School year 2022-2023
4.5	Incorporate the Artful Learning model of instruction to encourage students to explore self-expression and understanding of core-content through varied modalities of artistic expression enabling students to develop college and career skills.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	School year 2022-2023

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>1. Summer Programs</p> <p>2. Intervention</p> <p>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</p> <p>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</p>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <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	\$35,761.00

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 (\$)
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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 (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$849.00

Subtotal of state or local funds included for this school: \$35,761.00

Total of federal, state, and/or local funds for this school: \$35,761.00

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	31,500.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental Site Allocation	31,500.00
Other	849.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	12,600.00
2000-2999: Classified Personnel Salaries	3,412.00
4000-4999: Books And Supplies	7,568.00
5800: Professional/Consulting Services And Operating Expenditures	12,181.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

None Specified		0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,600.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,868.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	12,032.00
	Other	0.00
	Other	0.00
4000-4999: Books And Supplies	Other	700.00
5800: Professional/Consulting Services And Operating Expenditures	Other	149.00
None Specified	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149.00
Goal 2	6,812.00
Goal 3	28,800.00
Goal 4	0.00

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
Carrie Manriquez	Principal
Rachel Schottky	Classroom Teacher
Judy Javier	Classroom Teacher
Dana Gould	Classroom Teacher
Paz Perez	Other School Staff
Kyle Sapp	Parent or Community Member
Janice Farmer	Parent or Community Member
Stephanie Anzelc	Parent or Community Member
Shala Shirazi	Parent or Community Member
Devon Kimotek	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

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/10/2022.

Attested:



Principal, Carrie Manriquez on June 10, 2022

SSC Chairperson, Rachel Schottky on June 10, 2022

Budget By Expenditures

Ottomon Way Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Virtual and in-person family nights to support academics, the arts, and SEL		\$0.00	Connected School Communities	
School administration and teachers use Class Dojo to communicate with families in real time.		\$0.00	Connected School Communities	
School Site Council meetings will be held multiple times a year to review school-wide data and address actions to support student learning.		\$0.00	Connected School Communities	
English Learner Advisory Council meetings will be held 4 times a year to review EL data and provide input to School Site Council as to actions which will support English Learners		\$0.00	Connected School Communities	
Purchase library books which support BIPOC student identity and social emotional learning		\$0.00	Healthy Environments for Social-Emotional Growth	
Daily Project Wisdom message to reinforce a kind, respectful school community	None Specified	\$0.00	Healthy Environments for Social-Emotional Growth	
Outreach to families with students at risk for chronic absenteeism	None Specified	\$0.00	Healthy Environments for Social-Emotional Growth	
Students use iReady math to develop and extend foundational math skills.		\$0.00	Engaging Academics	

Ottomon Way Elementary School

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Centrally funded 1 hour of additional rec aide time	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental ELA intervention materials to use in Universal Access support	4000-4999: Books And Supplies	\$3,766.00	Engaging Academics	
Purchase Heggerty Phonemic Awareness videos	5800: Professional/Consulting Services And Operating Expenditures	\$80.00	Engaging Academics	
Use multi-syllabic routine cards with students in grade 4 to support fluent reading	4000-4999: Books And Supplies	\$102.00	Engaging Academics	
Provide release time for K-5 teachers to administer word recognition assessments, analyze data, adjust student groupings for next cycle	1000-1999: Certificated Personnel Salaries	\$12,600.00	Engaging Academics	

Ottomon Way Elementary School

Professional Development in 95% Core Phonics Program Grades TK-5	5800: Professional/Consulting Services And Operating Expenditures	\$8,400.00	Engaging Academics
K-1 and Intervention uses ESGI application to monitor students phonological progress.	5800: Professional/Consulting Services And Operating Expenditures	\$852.00	Engaging Academics
Purchase supplemental math materials for grades 3-5 to enhance tier one instruction	4000-4999: Books And Supplies	\$3,000.00	Engaging Academics
Weekly social emotional learning and movement with Sami Kader's on-demand program	5800: Professional/Consulting Services And Operating Expenditures	\$2,700.00	Healthy Environments for Social-Emotional Growth

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Half time MTSS counselor to support student mental health needs		\$0.00	Healthy Environments for Social-Emotional Growth	
Positive attendance recognition	4000-4999: Books And Supplies	\$700.00	Healthy Environments for Social-Emotional Growth	
Career Day/s to expose students to careers in the arts	None Specified	\$0.00	Clear Pathways to Bright Futures	
Partner with community organization for an Artist in Residence to support students' arts experiences	None Specified	\$0.00	Clear Pathways to Bright Futures	
BIA - Spanish to support ELs in content area learning		\$0.00	Engaging Academics	

Ottomon Way Elementary School

Provide Soday System intervention four times a week for student who have been identified with a phonological processing disorder or suspected phonological processing disorder.		\$0.00	Engaging Academics
Publish school newsletters in Smore to allow for translation of newsletter content.	5800: Professional/Consulting Services And Operating Expenditures	\$149.00	Connected School Communities

Other Total Expenditures: \$849.00

Other Allocation Balance: \$0.00

Ottomon Way Elementary School Total Expenditures: \$35,761.00