



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 9, 2021	September 28, 2021

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 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

School Site Council and Site Leadership Team participated in the Comprehensive Needs Assessment and provided input on revisions to the 2021-2022 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 the current situation of distance learning and uncertainty around student academic levels , the focus of this plan is to address resource inequities related to mitigating learning gaps and supporting students as they return to in-person 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 supplemental math materials which will accelerate learning.

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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of strategies/activities and their overall effectiveness were impacted due to the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Effectiveness was difficult to measure due to this shift.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

2020-21

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 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - School Decision Making Winter 2019-20 School Survey - Parent Involvement	87.8% of parents strongly agree/agree that the school includes parents in decision making. 96.3% 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	8/21 - 6/22

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	8/21 - 6/22
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	8/21 - 6/22
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.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	8/21 - 6/22
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	8/21 - 6/22

	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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Effectiveness was not measurable due to this shift.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Both staff and School Site Council requested that Project Wisdom be continued to provide a tier one intervention for character education. See action 2.1.3.

2020-21 Identified Need

Chronic absenteeism decreased by 1.7%, however further progress is needed to bring chronic absenteeism rate below 10%.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Attendance Rates	All 95.3% Low SES 95.0%	All 95.8% Low SES 95.5%
Chronic Absenteeism	All 12.1% Low SES 14.0%	All 11.6% Low SES 13.5%
Home Suspensions	All 0% Low SES 1.09%	All .0% Low SES 1%
Climate Surveys	School Culture: Staff (100%), Parent (93.4%), Student (76.5%)	School Culture: Staff (100%), Parent (95%), Student (80%)

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	All Students English Learners X Low-Income Students Foster Youth X Other BIPOC	Principal	LCFF Supplemental Site Allocation	585	School year 2021-22

	emotional learning					
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	2100.00	School year 2021-22
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 2021-22
2.4	Positive attendance recognition	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other	500.00	School year 2021-22
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 2021-22
2.6	Half time 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 2021-22

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 2021-22
2.8	Teachers provide daily morning meeting to build class community	X All Students English Learners Low-Income Students Foster Youth Other	All staff	None Specified	0.00	School year 2021-22
2.9	Centrally funded 1 hour of additional rec aide time	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Centralized Services (District Only)	3000	School year 2021-22

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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Trimester two data suggests that Lexia Core 5 and Heggerty phonemic awareness programs yielded positive reading outcomes for students. 64% of students who were not meeting our exceeding text level expectations demonstrated gains of two or more text levels by the end of trimester two.

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

Actual costs were less than anticipated costs. This was due to school closure. Staff were unable to complete release time to review data and revise Artful Learning units. Also, Missoula Children's Theater was cancelled due to school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to information gathered from iReady data and previous CAASPP data, both staff and school site council determined that purchasing additional math materials and manipulatives to support student progress in distance learning/hybrid is needed. See action 3.8. Stakeholders also determined that staff needed additional time this year to review data in iReady to measure academic progress and review/refine instructional delivery to meet identified student needs. See action 3.1.

2020-21

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 2020-21	Expected Outcome 2021-22
SBAC ELA performance	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	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
K-2 Text Levels	All 50.58% Met/Exceeded Standard Low SES 41.61% Met/Exceeded Standard	55% Met/Exceeded Standard Low SES 45% Met/Exceeded Standard
ELPAC performance	80% Level 3/4	85% 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	All Students X English Learners X Low-Income Students	Principal, Intervention teacher	LCFF Supplemen	3868.00	School year 2021-22

	intervention materials to use for reading support	X Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
3.2	Purchase phonics student workbooks for grades K-3	X All Students English Learners Low-Income Students Foster Youth Other	K-3 Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3600.00	School year 2021-22
3.3	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 2021-22

3.4	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 2021-22
3.5	Provide release time for K-5 teachers to administer word recognition assessments	X All Students English Learners Low-Income Students Foster Youth Other	K-5 Teachers, Principal,	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5,125.00	School year 2021-22
3.6	Purchase decodable books for K-2	X All Students English Learners Low-Income Students Foster Youth Other	K-2 Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5188	School year 2021-22
3.7	K-1 and Intervention uses ESGI	X All Students English Learners Low-Income Students	Teachers	LCFF Supplement	852.00	School year 2021-22

	application to monitor students phonological progress.	Foster Youth Other		tal Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
3.8	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	10,000.00	School year 2021-22
3.9	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 2021-22
3.10	Staff will revise Artful Learning units of study to reflect	X All Students English Learners Low-Income Students Foster Youth	Principal, Teachers	None Specified	0.00	School year 2021-22

	updated science curriculum.	Other				
3.11	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 2021-22
3.12	Hire 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 2021-22
3.13	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 2021-22
3.14	Staff meets throughout the year to regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase	X All Students English Learners Low-Income Students Foster Youth Other	K-5 teachers, principal		0.00	Resource Teacher

	student achievement					
3.15	Provide Sondag 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	Resource Teacher
3.16	Teachers will collaborate monthly utilizing EnVision and Benchmark interim assessments plus iReady diagnostics to determine learning outcomes and align instructional practices to the determined outcomes.	All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2021-22

3.17	Students use iReady math to develop and extend foundational math skills.	All Students English Learners Low-Income Students Foster Youth Other				
3.18	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 2021-22

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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. Effectiveness was not measurable due to this shift.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

2020-21 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 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career: Students know what they want to be when they grow up.	61.8%	70%

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 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 2021-22
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 2021-22

4.3	Field trips to learn about careers in the arts and our community	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	None Specified	0.00	School year 2021-22
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 2021-22
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 2021-22

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,149.00

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)	\$3,000.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$649.00

Subtotal of state or local funds included for this school: \$35,149.00

Total of federal, state, and/or local funds for this school: \$35,149.00

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	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental Site Allocation	31,500.00
Other	649.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,185.00
1000-1999: Certificated Personnel Salaries	5,125.00
4000-4999: Books And Supplies	22,758.00
5800: Professional/Consulting Services And Operating Expenditures	1,081.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
None Specified		0.00

	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental Site Allocation	2,685.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,125.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	22,758.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	932.00
	Other	0.00
	Other	500.00
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	6,185.00
Goal 3	28,815.00
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
Cassidy Butler	Principal
Rachel Schottky	Classroom Teacher
Judy Javier	Classroom Teacher
Louis Haddrick	Parent or Community Member
Chris Kurtz	Parent or Community Member
Lynne Hagland Baker	Other School Staff
Monica Stroud	Parent or Community Member
Lola Bailey	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

on file

Committee or Advisory Group Name

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 06/09/2021.

Attested:



Principal, Cassidy Butler on June 9, 2021



SSC Chairperson, Rachel Schottky on June 9, 2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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	
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	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$3,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Ottomon Way Elementary School

Centrally funded 1 hour of additional rec aide time	\$3,000.00	Healthy Environments for Social-Emotional Growth
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LCFF Supplemental Centralized Services (District Only) Total Expenditures:	\$3,000.00
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LCFF Supplemental Centralized Services (District Only) Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental ELA intervention materials to use for reading support	4000-4999: Books And Supplies	\$3,868.00	Engaging Academics	
Purchase phonics student workbooks for grades K-3	4000-4999: Books And Supplies	\$3,600.00	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	1000-1999: Certificated Personnel Salaries	\$5,125.00	Engaging Academics	
Purchase decodable books for K-2	4000-4999: Books And Supplies	\$5,188.00	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	\$10,000.00	Engaging Academics	

Ottomon Way Elementary School

Purchase library books which support BIPOC student identity and social emotional learning	\$585.00	Healthy Environments for Social-Emotional Growth
Weekly social emotional learning and movement with Sami Kader's on-demand program	\$2,100.00	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 counselor to support student mental health needs		\$0.00	Healthy Environments for Social-Emotional Growth	
Positive attendance recognition		\$500.00	Healthy Environments for Social-Emotional Growth	
Career Day 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	
Hire BIA - Spanish to support ELs in content area learning		\$0.00	Engaging Academics	
Provide Sondag 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	

Ottomon Way Elementary School

Publish school newsletters in Smore to allow for translation of newsletter content.	5800: Professional/Consulting Services And Operating Expenditures	\$149.00	Connected School Communities
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Other Total Expenditures:	\$649.00
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Other Allocation Balance:	\$0.00
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Ottomon Way Elementary School Total Expenditures:	\$35,149.00
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