

School Year: **2023-24**



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 30, 2023	August 8, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Earl LeGette Elementary School met the criteria for the following student groups:

1. English Learners
2. Students with Disabilities
3. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

The 2023-24 SPSA will once again be focused on mitigating gaps in learning and social-emotional supports, which utilizes data from the following sources: survey, classroom assessments, iReady results, educational partner input, text levels, SAEBRs results (teacher and student), and counselor EOY data.

Classroom Assessments, iReady results, text level data, and SAEBRs data were used during grade level and whole staff discussions around learning loss and SEL needs. Root causes for areas of concern were identified for our major student groups. ATSI student groups had low engagement as compared with the other student groups. However, staff agreed that student engagement with learning (in general) was low school-wide. Staff brainstormed ideas over a four-week period of time to address engagement and how to stabilize students socially/emotionally, so they are ready for learning.

Educational Partner Input: Students, parents and staff were administered a spring survey, where they gave input on how the year went. Additionally, conversations with all groups were completed throughout the year to get input on student academic and social/emotional needs.

Teacher observations: Principal conducted formal and informal classroom visits to observe teachers in action and student engagement.

Student Concerns: When analyzing the student survey, which was completed by all current 4th, 5th and 6th grade students, they rated the following areas low and thus considered a concern: There is an adult from the school who checks on how students are doing (62%); Concerns about student safety are taken seriously (68%); I feel safe sharing different viewpoints and perspectives at my school (63%); Students are respectful to each other school (30%); Students feel comfortable and unjudged to ask their teacher for help (62%); Teachers at my school go out of their way to help all students (63%); Students are challenged academically at school (61%); School recognizes and celebrates the academic success of all students (64%); Students are interested in what they are learning (63%); Students are motivated to do their schoolwork (61%).

Parent Concerns: There were only 93 respondents on the parent survey, so results should be viewed with caution. In speaking with parents groups throughout the year, most parents expressed concern about their students still being behind as a result of the pandemic. And, they would like more resources to help their student get caught up (i.e. intervention, tutoring, SEL). They also expressed concerns here and there about students not wanting to be at school and not feeling engaged with education. From the spring survey, parents rated the following areas low and thus should be looked at as a potential concern: There is an adult from the school who checks on how students are doing (75%); Important school decisions reflect diverse input (63%); I feel safe sharing different viewpoints and perspectives at my school (73%); Students are respectful to each other at school (72%); Families and students understand how assignments and tests are graded (72%); School provides additional academic support when students are struggling (68%).

Survey results are below.

Student Survey:

- * Caring Relationships- School has a climate that is caring decreased by 3.8% (73.6% to 69.8%). Goal NOT met.
- * Caring Relationships- There is an adult from the school who checks on how students are doing decreased by 12.9% (74.8% to 61.9%). Goal NOT met.
- * Safety- My school is a safe place for all students decreased by 15.5% (87.6% to 72.1%). Goal NOT met.
- * Safety- Concerns about student safety are addressed in a timely manner at my school. No results last year, since the question was not asked. It was 74.3% in 2023.
- * Sense of Belonging- Students are respectful to each other at school decreased by 42.1% (72.1% to 30.0%). Goal NOT met.
- * Academic Progress- Teachers at my school go out of their way to help all students decreased by 21.3% (84.8% to 63.5%). Goal NOT met.
- * Academic Progress- Students receive timely and regular feedback on their learning decreased by 11.6% (87.2% to 75.6%). Goal NOT met.

Staff Survey:

- * Caring Relationships- School has the materials, staff, programs, and supports needed to help all students do their best increased 10.1% (86.5% to 96.6%). Goal met.
- * Safety- Our school is a safe place for all staff decreased by 1.5% (94.6% to 93.1%). Goal NOT met.

Parent Survey:

- * Safety- Concerns about student safety are taken seriously increased by 2.2% (86.8% to 89.0%). Goal nearly met.
- * Caring Relationships- School has a climate that is caring decreased by 2.9% (94.9% to 92.0%). Goal NOT met.

Parent and Staff Survey:

- * Academic Progress- Staff at my school provides resources or ideas that help parents support their students at home decreased 5.2% (86.0% to 80.8%) for parents (Goal NOT met) and increased 13.7% (62.2% to 75.9%) for staff (Goal EXCEEDED).
- * Parent Involvement- The staff at our school listen to parent concerns about issues decreased 2.1% (81.1% to 79.0%) for parents (Goal NOT met) and decreased 1.3% (94.4% to 93.1%) for staff (Goal NOT met).

Parent, Student, and Staff Survey:

- * Student Engagement- Students are interested in what they are learning decreased 9.1% (90.5% to 81.4%) for parents (Goal NOT met), decreased 1.3% (64.0% to 62.7%) for students (Goal NOT met), and decreased 5.1% (94.4% to 89.3%) for staff (Goal NOT met).
- * High Expectations- School provides additional academic support when students are struggling decreased 8.2% (76.6% to 68.4%) for parents (Goal NOT met), increased 12.2% (58.6% to 70.8%) for students (Goal EXCEEDED), and increased 1.9% (83.8% to 85.7%) for staff (Goal nearly met).

Attendance:

- * The percentage of students who attended school increased 1.4% (92.1% to 93.5%). Goal EXCEEDED.
- * The percentage of chronically absent students decreased 8.5% (26.5% to 18.0%). Goal EXCEEDED.
- * Based on California Dashboard data, our EL, Students with Disabilities, and Students of two or more races have chronically high absenteeism.

Student Behavior:

- * Home suspensions- Decreased 1.13% (2.7% to 1.57%). Goal met.
- * In-Class suspensions- Increased .99% (0.4% to 1.39%). Goal NOT met.
- * Based on California Dashboard data, our EL students experienced Very High home suspension rates for 2022.

Goal Area 3:

- * The overall percentage of readers (K-2 text level) who were at or above grade level : 59.5%.
- * iReady reading proficiency (grades 3-6: winter assessment) was 56.7%.
- * iReady math proficiency (grades 3-6: winter assessment) was 50.7%.
- * Based on California Dashboard data, our Students with Disabilities performed very low overall in both English Language Arts and Mathematics. However, over 90% of students with disabilities met or exceeded their IEP annual goals.

On the ELPAC (from 2022), of the 11 students who took the ELPAC assessment, 45.5% maintained levels (1,2,3) and 36.4% progressed at least one ELPI level.

Based on the above data, staff recognizes that Low SES and EL students continue to be negatively impacted at a greater percentage than non-Low SES and English speaking students. In addition, students across the board need access to academic and social/emotional supports during the school day.

Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Very High	High	N/A	High	Medium
English Learners	N/A	Very High	Very High	N/A	No Performance Level	No Performance Level
Socioeconomically Disadvantaged	N/A	Very High	High	N/A	Low	Low
Students with Disabilities	N/A	Very High	High	N/A	Very Low	Very Low
Hispanic	N/A	Very High	High	N/A	Medium	Medium
White	N/A	Very High	Medium	N/A	High	Medium
Two or More Races	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level

N/A: Not Applicable

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council, and teachers participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

During School Site Council and staff meetings, educational partners noted that we need to really focus on two true components next year- social/emotional health of our students (helping students to continue readjusting to the school environment, establish norms and discuss how students should treat each other) and student academic needs (filling gaps in learning). Additionally, digging even deeper, we need to take steps to help students feel more connected to school and to understand the reason for being here.

School overall attendance increased slightly this year. Attendance rates for EL and Low SES were low as well. Staff will dive deeper into the issue of further improving attendance during the 2023-24 school year. Plans are made to create questionnaires for our significant student groups in an attempt to identify root causes for absences.

Earl LeGette Elementary School met the criteria for ATSI as a result of “low” performance on the California School Dashboard for two or more consecutive years for the following student groups:

- * English Language Learners
- * Students with Disabilities
- * Students identifying as two or more races

Based on an analysis of state and local data, the following root causes contributing to the results were identified:

- * English Language Learners - limited time in a U.S. school; attendance rates lower overall as compared to the general student body; engagement in learning low to due limited English experience.
- * Students with Disabilities - students have cognitive and/or emotional challenges, which greatly impact their learning; engagement in school due to disabilities was low overall.
- * Students identifying as two or more races - no common root causes were identifiable among the small group of students.

In response to this data, we will implement the following evidence-based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

- * English Language Learners - implement mindfulness activities to assist with feeling more welcome at school and part of the community; increasing technology to assist with translation; increase emphasis on pre-teaching vocabulary.
- * Students with Disabilities - place more emphasis on IEP goal creation; increase General Education time, as appropriate, to further challenge students and increase academic/SEL growth.
- * Students identifying as two or more races - teachers knowing who these students are and create individual learning plans to ensure they don't fall between the cracks.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on inequities and learning gaps that still remain, the focus of this plan is to address specific skills that may not have been taught or mastered by students and the social/emotional needs of students as a result of being out of school for over a year. Additionally, our staff seeks to ensure an equitable experience for all students in terms of connectedness and academic success.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

1. Providing prizes and incentive for student attendance and engagement.
2. Providing student recognition certificates weekly.
3. Providing digital materials or platforms to support instruction.
4. Professional development to bolster our literacy program.
5. Designing an effective ASIST (A Student Intervention and Support Team) to address skill loss and social/emotional needs.
6. Creating academic interventions during the school day.
7. Offering social/emotional support via counselor and social worker.

Input from Educational Partners

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 2022-23. 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 ELA performance.

School Site Council met three times prior to SPSA approval on May 30, 2023. SSC was interested in improving student empathy and treatment of other students, providing more supports for student academics (interventions), more supports for our EL students and our newcomer families, and to continue improving reading and math performance.

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

The English Language Advisory Committee met four times this year and were pleased with the school and their students feeling welcome. They were also impressed with the high level of teacher communication.

Educational partner involvement was accomplished via meetings and conversations.

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

- data compared to 2021-2022
- how to best support student academics and SEL
- professional learning opportunities as it applies to SEL and academic supports
- how to increase student engagement with their own learning

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

- data compared to 2021-2022
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student engagement with their own learning

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

- data compared to 2021-2022
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student engagement with their own learning

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 2022-23, 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, 2023-24, resources will be allocated more precisely. The process of talking more in-depth with our educational partners and gathering both quantitative and qualitative input have allowed us to dig deeper into root causes and assigning resources to those areas.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.18%			1
African American	0.9%	2.26%	0.37%	4	11	2
Asian	2.7%	2.67%	2.75%	12	13	15
Filipino	1.6%	1.44%	1.47%	7	7	8
Hispanic/Latino	20.6%	20.53%	17.58%	93	100	96
Pacific Islander	%	%	0.18%			1
White	67.2%	66.32%	69.78%	303	323	381
Multiple/No Response	7.1%	6.78%	7.69%	32	33	42
	Total Enrollment			451	487	546

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	70	94	106
Grade 1	64	74	79
Grade 2	69	54	77
Grade3	59	69	61
Grade 4	70	56	79
Grade 5	61	84	59
Grade 6	58	56	85
Total Enrollment	451	487	546

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	20	38	5.30%	4.1%	7.0%
Fluent English Proficient (FEP)	14	18	22	3.10%	3.7%	4.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready™ Text Level Grade Level Proficiency

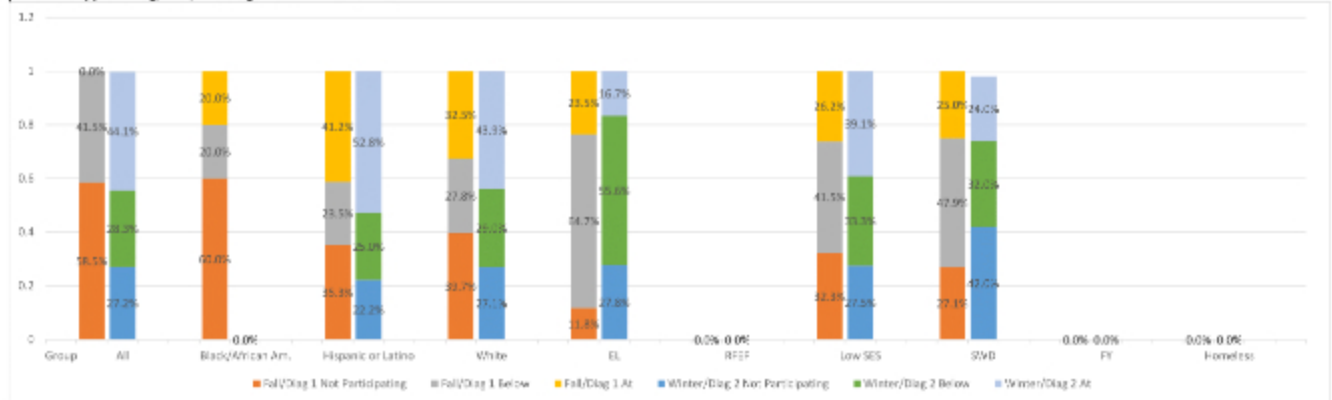
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	271	103	73	0	74	77	120			
Black/African Am.	6	3	1	1	1	3	2			
Hispanic or Latino	36	12	8	14	8	9	19			
White	214	83	58	68	58	62	94			
EL	18	2	11	4	5	10	3			
RFP	2	0	0	1	0	0	1			
Low SES	69	21	27	17	19	23	27			
SWD	50	13	23	12	21	16	12			
FY	0	0	0	0	0	0	0			
Homeless	3	1	1	0	1	1	0			

Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready™ Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	272	58.5%	41.5%	0.0%	27.2%	28.3%	44.1%			
Black/African Am.	6	60.0%	20.0%	20.0%	16.7%	50.0%	33.3%			
Hispanic or Latino	36	35.3%	23.5%	41.2%	22.2%	25.0%	52.8%			
White	214	39.7%	27.8%	32.5%	27.1%	29.0%	43.9%			
EL	18	11.8%	64.7%	23.5%	27.8%	55.6%	16.7%			
RFP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	69	32.3%	41.5%	26.2%	27.5%	33.3%	39.1%			
SWD	50	27.1%	47.9%	25.0%	42.0%	32.0%	24.0%			
FY	0									
Homeless	3	50.0%	50.0%	0.0%	33.3%	33.3%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	83	79	0	4	30	32	21			
1	84	0	49	31	15	29	40			
2	80	0	24	52	5	16	59			

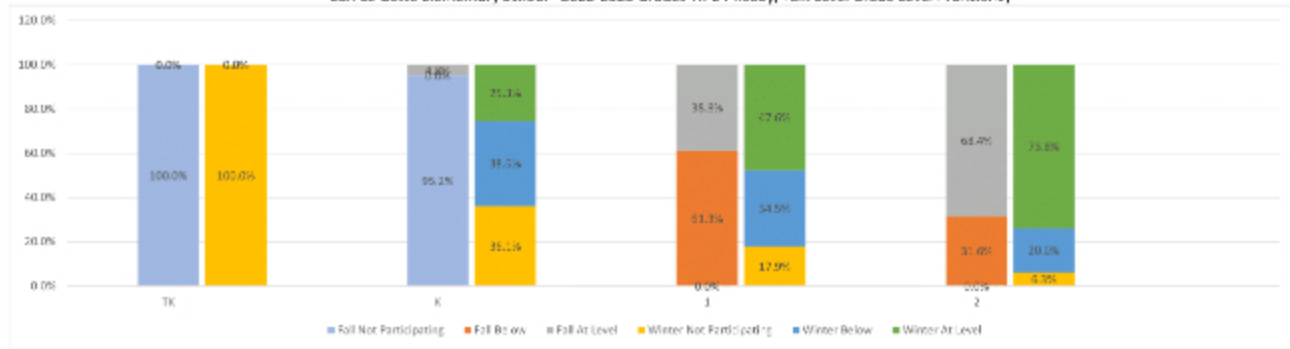
Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	83	95.2%	0.0%	4.8%	36.1%	38.6%	25.3%			
1	84	0.0%	61.3%	38.8%	17.9%	34.5%	47.6%			
2	80	0.0%	31.6%	68.4%	6.3%	20.0%	73.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

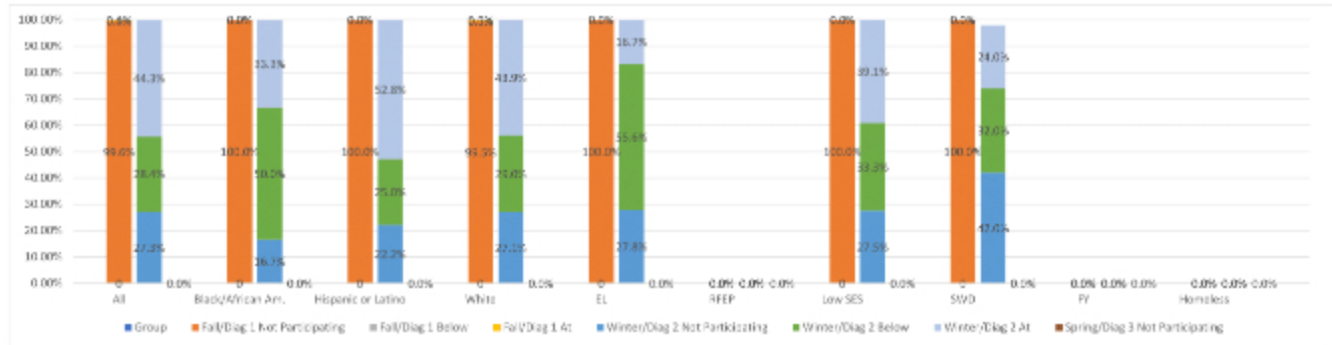
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	271	262	0	1	270	0	1			
Black/African Am.	6	5	0	0	6	0	0			
Hispanic or Latino	36	34	0	0	36	0	0			
White	214	208	0	1	213	0	1			
EL	18	17	0	0	18	0	0			
RFP	2	1	0	0	1	0	0			
Low SES	69	65	0	0	69	0	0			
SWD	50	48	0	0	49	0	0			
FY	0	0	0	0	0	0	0			
Homeless	3	2	0	0	2	0	0			

Earl Le Gette Elementary School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	272	96.6%	0.0%	0.4%	99.3%	0.0%	0.4%			
Black/African Am.	6	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Hispanic or Latino	36	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
White	214	95.5%	0.0%	0.5%	99.5%	0.0%	0.5%			
EL	18	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
RFP	2	100.0%	0.0%	0.0%	50.0%	0.0%	0.0%			
Low SES	69	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
SWD	50	100.0%	0.0%	0.0%	98.0%	0.0%	0.0%			
FY	0									
Homeless	3	100.0%	0.0%	0.0%	66.7%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Earl Le Gette Elementary School - 2022-2023 Grades TK-2 -Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	83	82	0	1	82	0	1			
1	84	80	0	0	84	0	0			
2	80	76	0	0	80	0	0			

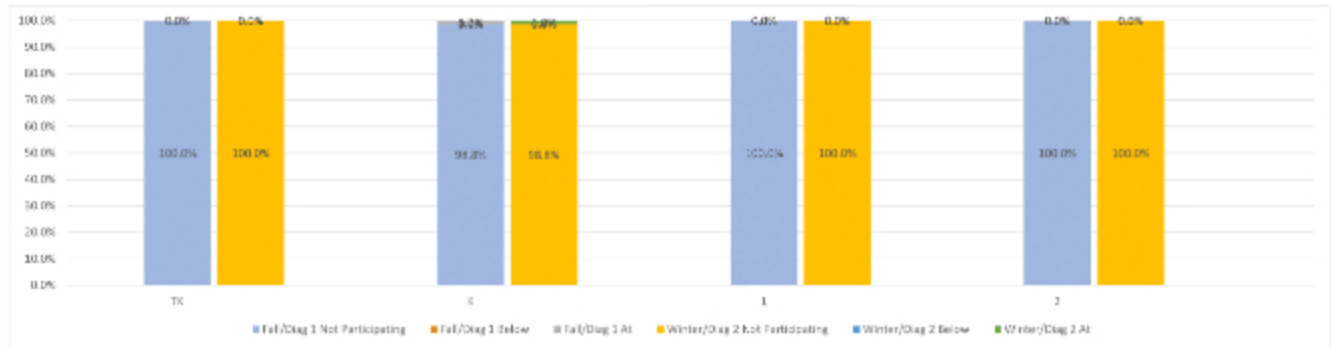
Earl Le Gette Elementary School - 2022-2023 Grades TK-2 -Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	83	98.8%	0.0%	1.2%	98.8%	0.0%	1.2%			
1	84	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
2	80	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Earl Le Gette Elementary School - 2022-2023 Grades TK-2 -Ready Math Grade Level Proficiency



Conclusions based on this data:

1. The data graphs above are not accurate and do not truly represent our text level outcomes.

Of the students who have taken the text level assessment this year (K-2):

We found that 59.5% of all students in grades K-2 were at or above grade level proficiency.

We found that 45.0% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that 25.6% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, Low SES students and EL students had a lower proficiency percentage than the K-2 groups as a whole. We still lower percentages from prior years as a result of distance learning challenges for all current second grade students.

** Also, it should be noted that the data represented is not very accurate. Due to changes in the normal reporting methods and various agreed upon SLAs, data wasn't requested at regular intervals and thus cannot be accurately represented in the graph above.



Spring 2023
District Climate Survey Results by School

Earl LeGette

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	100	92.00%	172	69.77%	29	96.55%
B) There are students and staff on campus who listen to students when they have something to say.	100	89.00%	172	73.26%	29	96.55%
C) There is an adult from the school who checks on how students are doing.	100	75.00%	173	61.85%	29	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	100	85.00%	173	81.50%	29	96.55%
E) Staff feels supported to do their job well in meeting the needs of all students.					29	82.76%
F) Staff feels part of an effective team.					29	89.66%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	100	93.00%			28	80.29%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	100	87.00%			28	85.71%
C) The school offers families opportunities to be involved in school and classroom activities.	100	92.00%			29	89.66%
D) The school keeps families well-informed about school activities.	100	94.00%			29	93.10%
E) The staff at our school listens to family concerns about issues.	100	79.00%			29	93.10%
F) The staff at school are helpful and welcoming when families come to school or call.	100	91.00%			29	96.55%
G) The school and families are partners in promoting positive behavior for my student.	100	85.00%			29	93.10%
H) Families who speak a language other than English receive general information about our school in their home language.	100	94.00%			29	68.97%
I) Staff receive information about upcoming events and important information about the school.					29	96.55%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	100	67.00%	171	51.46%	29	89.66%
B) Important school decisions reflect diverse input.	100	63.00%	170	55.29%	29	82.76%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	100	91.00%				
D) The principal and staff listen to concerns of other staff members about issues.					29	86.21%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					29	86.21%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					29	89.66%
G) Our school uses data from this survey to inform site decision making.					29	72.41%
H) Staff voice matters in decision making.					29	65.52%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	100	89.00%	172	68.02%	29	93.10%
B) Concerns about student safety are addressed in a timely manner at my school.	100	84.00%	171	74.27%	29	96.55%
C) My school is a safe place for all students.	100	83.00%	172	72.09%	29	93.10%
D) My school is a safe place for all staff.					29	93.10%
E) Students know what staff member to go to if they have a safety concern.	100	86.00%	170	78.82%	29	89.66%
F) Students know school safety protocols.	99	82.83%	170	90.00%	29	82.76%
G) I feel safe sharing different viewpoints and perspectives at my school.	100	73.00%	170	62.94%	29	75.86%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	99	87.88%	171	83.63%	29	93.10%
B) Adults at my school treat students respectfully.	100	92.00%	172	79.65%	29	96.55%
C) Students are respectful to each other at school.	100	72.00%	170	30.00%	29	79.31%
D) Students have opportunities to socialize with other students often at school.	100	91.00%	171	78.36%	29	96.55%
E) Students have an adult on campus they trust.	99	90.91%	172	87.21%	29	96.55%
F) Students trust other students at school.	99	85.86%	172	88.95%	29	96.55%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	99	67.68%	169	65.09%	29	75.86%
H) School staff reflects student diversity.	99	63.64%	166	63.86%	29	55.17%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	99	71.72%	172	83.14%	29	96.55%
B) Questions and concerns about schoolwork are addressed.	99	85.86%	172	79.07%	29	96.55%
C) Student grades reflect their knowledge of the material.	99	78.79%	171	73.68%	29	89.66%
D) Adults at my school believe all students can be successful.	98	89.80%	170	84.12%	29	93.10%
E) Students feel comfortable and unjudged to ask their teacher for help.	99	81.82%	171	61.99%	29	96.55%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	99	88.89%	170	86.47%	29	93.10%
G) Teachers at my school go out of their way to help all students.	98	82.65%	170	63.53%	29	93.10%
H) Students receive timely and regular feedback on their learning.	99	85.86%	168	75.60%	29	89.66%
I) Staff at my school provides resources or ideas that help families support their students at home.	99	80.81%			29	75.86%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	98	76.53%	171	61.40%	28	92.86%
B) School recognizes and celebrates the academic success of all students.	99	79.80%	169	64.50%	28	85.71%
C) Adults on campus motivate students to do their best.	99	78.79%	171	78.36%	28	96.43%
D) School provides additional academic support when students are struggling.	98	68.37%	171	70.76%	28	85.71%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Student Engagement							
A) Students are interested in what they are learning.		97	81.44%	169	62.72%	28	89.29%
B) Students have access to classes and activities that meet their interests and talents.		98	78.57%	171	57.89%	28	71.43%
C) Students understand how to complete their schoolwork.		98	85.71%	169	82.84%	28	96.43%
D) Students complete assignments on time.		97	89.69%	171	68.42%	28	75.00%
E) Students are motivated to do their schoolwork.		98	76.53%	170	60.59%	28	67.86%

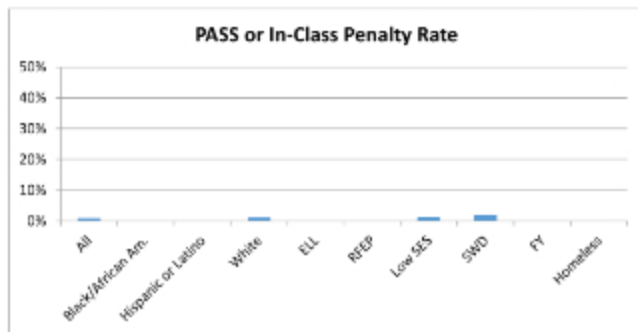
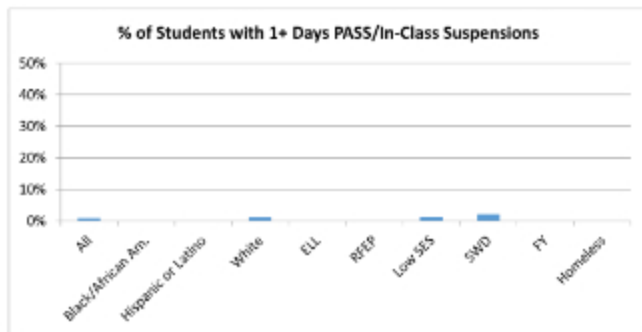
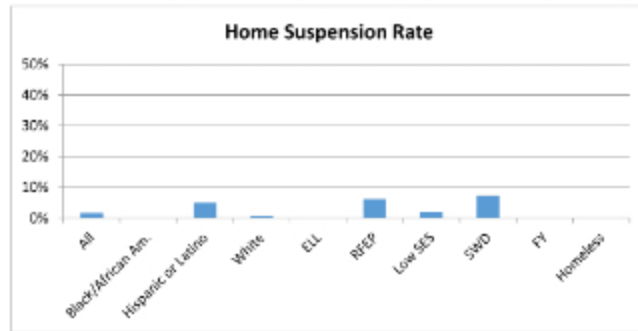
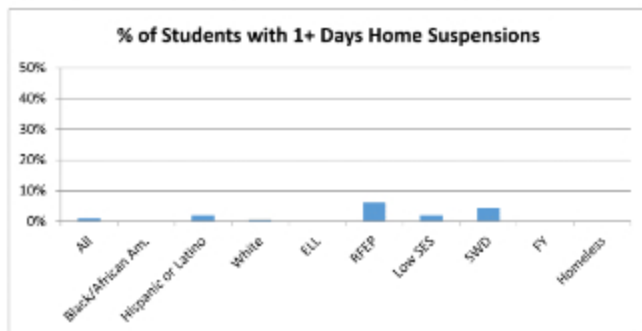
	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
College and Career Readiness							
A) Students are encouraged to take the required courses needed to be prepared for college and career.		93	32.26%	171	63.74%	27	33.33%
B) Students and families know what classes they will have to take and pass to graduate from high school.		95	37.89%	170	44.71%	27	18.52%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		96	52.08%	172	55.23%	27	33.33%
D) School offers college and career programs.		93	22.58%	170	14.12%	27	14.81%
E) Students participate in programs to learn about different jobs, careers, and colleges.		94	19.15%	169	26.04%	27	18.52%
F) Students are prepared for the next step of their educational experience.		94	52.13%	170	67.06%	27	70.37%
G) Staff are optimistic about the future of their career in San Juan Unified.						28	82.14%
H) There are equitable opportunities for advancement in the district.						28	64.29%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Customer Satisfaction							
A) I would recommend my school to other families.		99	87.88%	171	69.01%	29	96.55%
B) San Juan Unified School District is a district that I would recommend to other families.		98	80.61%	171	72.51%	29	96.55%

Earl Le Gette Elementary School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	562	6	1.07%	14	9	1.60%	5	0.89%	5	0.89%
Black/African Am.	13	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	98	2	2.04%	8	5	5.10%	0	0.00%	0	0.00%
White	415	3	0.72%	5	3	0.72%	5	1.20%	5	1.20%
ELL	36	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	16	1	6.25%	1	1	6.25%	0	0.00%	0	0.00%
Low SES	150	3	2.00%	3	3	2.00%	2	1.33%	2	1.33%
SWD	95	4	4.21%	12	7	7.37%	2	2.11%	2	2.11%
FY	-	-	-	-	-	-	0	0.00%	0	0.00%
Homeless	6	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Earl Le Gette Elementary School - i-Ready Diagnostic 2 ELA Proficiency Level by Group

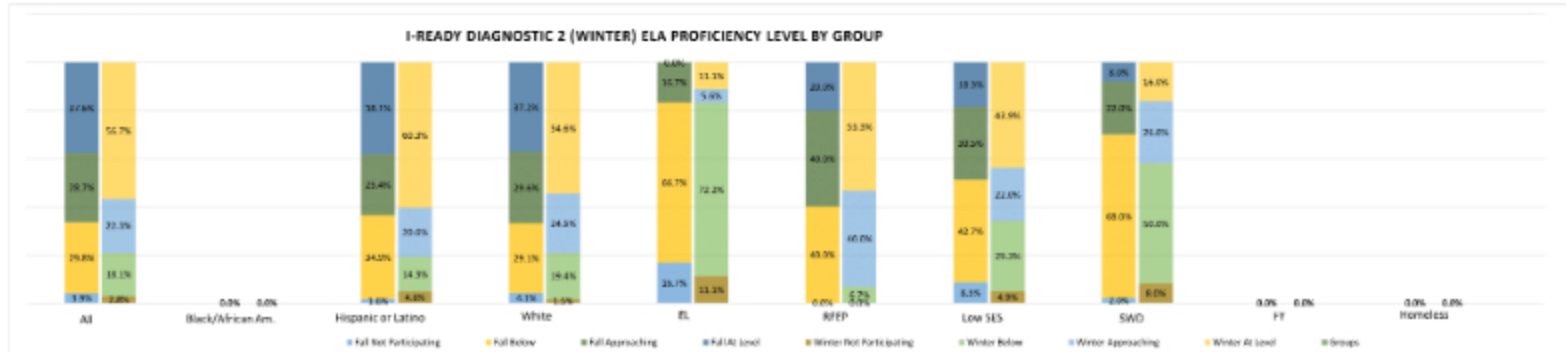
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	282	11	84	81	106	8	53	63	160				
Black/African Am.	8	0	1	0	2	0	1	0	2				
Hispanic or Latina	63	1	22	15	24	3	9	13	38				
White	196	8	57	58	73	3	38	68	107				
EL	18	3	12	3	0	2	13	1	2				
FFEP	15	0	6	6	3	0	1	6	8				
Low SES	82	7	35	25	15	4	24	18	36				
SWD	50	1	34	11	4	4	25	13	8				
FY	0	0	0	0	0	0	0	0	0				
Homeless	1	0	1	0	0	0	1	0	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	282	3.9%	29.8%	28.7%	37.6%	2.8%	18.1%	22.3%	56.7%				
Black/African Am.	8	0.0%	12.5%	0.0%	25.0%	0.0%	12.5%	0.0%	25.0%				
Hispanic or Latina	63	1.6%	34.9%	23.8%	38.1%	4.8%	14.3%	20.6%	60.3%				
White	196	4.1%	29.1%	29.6%	37.2%	1.5%	19.4%	34.5%	54.6%				
EL	18	16.7%	66.7%	16.7%	0.0%	11.1%	72.2%	5.6%	11.1%				
FFEP	15	0.0%	40.0%	40.0%	20.0%	0.0%	6.7%	40.0%	53.3%				
Low SES	82	8.5%	42.7%	30.5%	18.3%	4.9%	29.3%	22.0%	43.9%				
SWD	50	2.0%	68.0%	22.0%	8.0%	8.0%	50.0%	26.0%	16.0%				
FY	0												
Homeless	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Earl Le Gette Elementary School - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

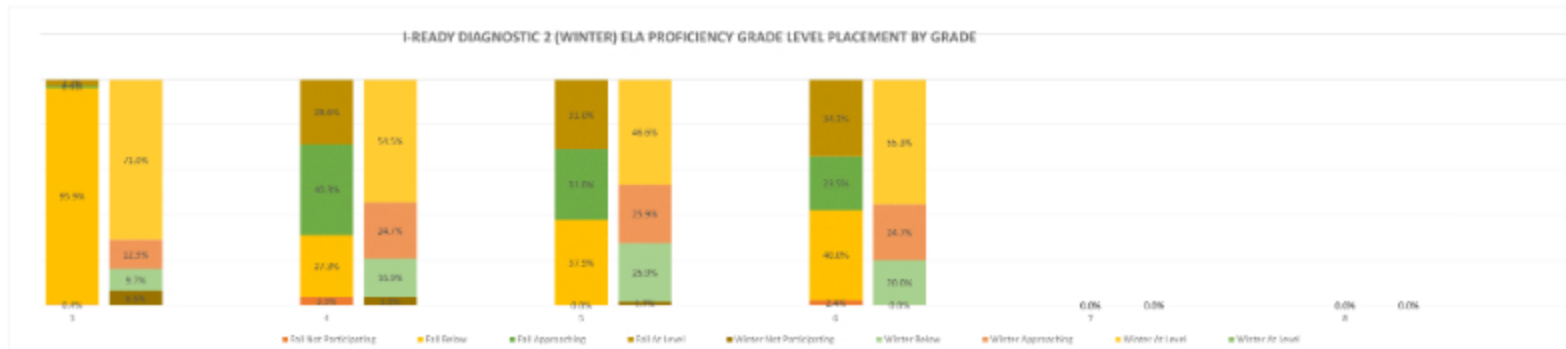
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	82	6	7	12	37	4	6	8	44				
4	77	5	21	31	22	5	13	19	42				
5	58	0	22	18	38	1	15	15	27				
6	85	2	34	20	29	0	17	21	47				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	82	9.7%	11.3%	15.4%	35.7%	6.5%	9.7%	12.9%	71.0%				
4	77	3.9%	27.3%	40.3%	28.6%	3.9%	16.9%	24.7%	54.5%				
5	58	0.0%	37.9%	31.0%	31.2%	1.7%	25.9%	25.9%	46.6%				
6	85	2.4%	40.0%	23.5%	34.1%	0.0%	20.0%	24.7%	55.3%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Earl Le Gette Elementary School - I-Ready Diagnostic 2 Math Proficiency Level by Group

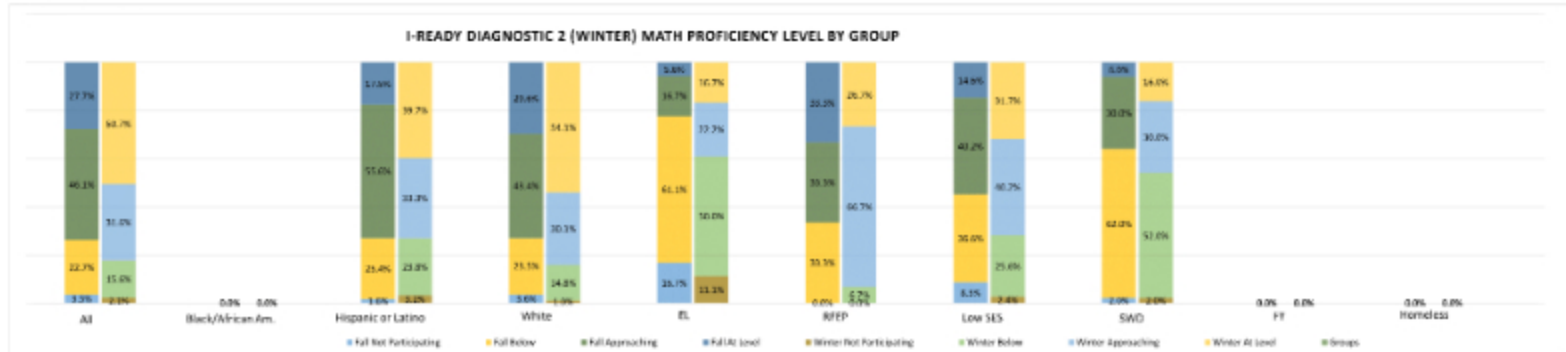
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	282	30	64	130	78	6	44	89	143				
Black/African Am.	8	0	0	2	1	0	0	1	2				
Hispanic or Latina	63	1	15	35	12	2	15	21	25				
White	196	7	45	85	58	2	29	59	100				
EL	18	3	11	3	1	2	9	4	3				
FFEP	15	0	5	5	5	0	1	10	4				
Low SES	82	7	30	33	12	2	21	33	26				
SWD	50	1	31	15	3	1	26	15	8				
FY	0	0	0	0	0	0	0	0	0				
Homeless	1	0	1	0	0	0	0	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	282	3.5%	22.7%	46.1%	27.7%	2.1%	15.6%	31.6%	50.7%				
Black/African Am.	8	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	33.3%	66.7%				
Hispanic or Latina	63	1.6%	23.4%	55.6%	17.5%	3.2%	23.8%	33.8%	39.7%				
White	196	3.6%	23.5%	43.4%	29.4%	1.0%	14.8%	30.1%	54.1%				
EL	18	16.7%	61.1%	16.7%	5.6%	11.1%	50.0%	22.2%	16.7%				
FFEP	15	0.0%	33.3%	33.3%	33.3%	0.0%	6.7%	66.7%	26.7%				
Low SES	82	8.5%	36.6%	40.2%	14.6%	2.4%	25.6%	40.2%	31.7%				
SWD	50	2.0%	62.0%	30.0%	6.0%	2.0%	52.0%	30.0%	16.0%				
FY	0												
Homeless	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Earl Le Gette Elementary School - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

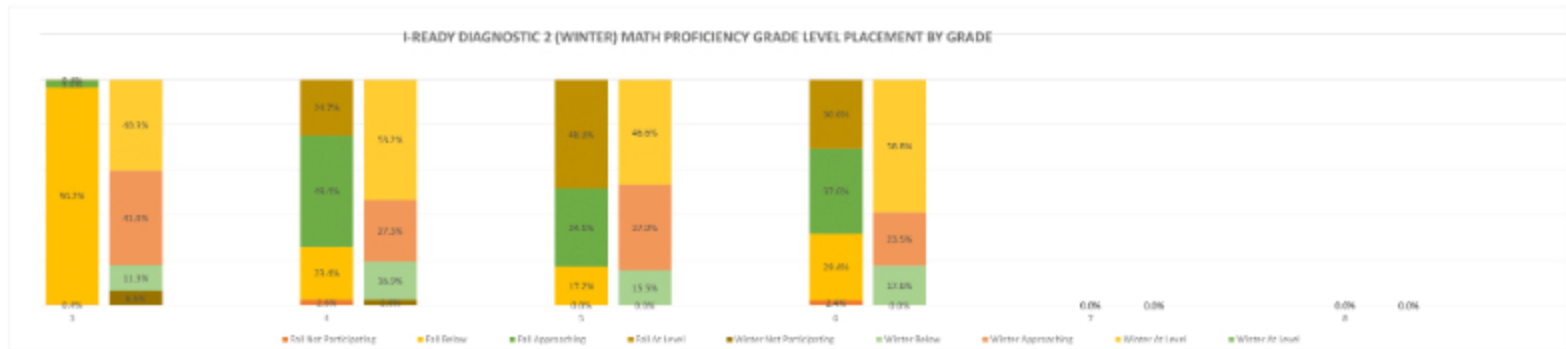
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	82	6	11	40	5	4	7	26	25				
4	77	2	18	38	27	2	13	21	41				
5	58	0	10	20	28	0	9	22	27				
6	85	2	25	32	26	0	35	20	50				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	82	9.7%	17.7%	64.3%	8.1%	6.5%	11.3%	41.9%	40.3%				
4	77	2.8%	23.4%	40.4%	24.7%	2.6%	16.9%	27.3%	53.2%				
5	58	0.0%	17.2%	34.5%	48.3%	0.0%	15.5%	37.9%	46.6%				
6	85	2.4%	29.4%	37.6%	30.6%	0.0%	17.6%	23.5%	58.9%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Based on winter iReady results, which was given in December/January:

In ELA Reading, 56.7% of students in grades 3-6 are at grade level (+19.1%) and 22.3% are approaching grade level.

In ELA Reading, 43.9% of Low SES students in grades 3-6 are at grade level (+25.6%) and 22.0% are approaching grade level.

In ELA Reading, 11.1% of EL students in grades 3-6 are at grade level (+11.1%) and 5.6% are approaching grade level.

In Math, 50.7% of students in grades 3-6 are at grade level (+23.0%) and 31.6% are approaching grade level.

In Math, 31.7% of Low SES students in grades 3-6 are at grade level (+17.1%) and 40.2% are approaching grade level.

In Math, 16.7% of EL students in grades 3-6 are at grade level (+11.1%) and 22.2% are approaching grade level.

Based on this data, a little more than half of students in grades 3-6 are at grade level in reading and math. All students made significant improvements from the fall to winter, and a large percentage are approaching grade level. As a result of not giving the iReady assessment in the May, there's no way to truly measure success for the entire year utilizing this assessment tool.

Post-test discussions with teachers revealed students demonstrated higher than normal proficiency utilizing the assessment delivery method. However, initial test results can also be attributed to skills not being learned thoroughly, which is also due to a year plus of distance learning.

More needs to be explored as to why our Low SES students are scoring so poorly on both the iReady Reading and Math assessments, when they seem to do well on text level and classroom assessments.

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: 2022-23

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 spring, as well as the annual district survey with results coming out in late March 2023.

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

The SAEBRS and mySAEBRS data was better used this year. Teachers became more familiar with it. Additionally, our counselor kept accurate data as well. This was invaluable in identifying needs. 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.

2022-23

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 last year (21-22) and even more so this year (22-23) that students still have gaps in learning and social skills at all levels. Staff noticed a large number of students still can't remember what the school environment was like and what it meant to be a community of learners. Additionally, staff realized there exists a low level of importance on learning by students. 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), they have a number of social/emotional needs that need to be met, and more needs to be done to create a school community to reinforce the importance of learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Student Survey: CARING RELATIONSHIPS- School has a climate that is caring.	69.8%	74.8%
Student Survey: SAFETY- My school is a safe place for all students.	72.1%	77.1%
Student Survey: SAFETY- Concerns about student safety are addressed in a timely manner at my school.	74.3%	79.3%
Student Survey:SENSE OF BELONGING- Students are respectful to each other at school.	30.0%	60.0%
Student Survey: CARING RELATIONSHIPS- There is an adult from the school who checks on how students are doing.	61.9%	66.9%
Student Attendance Rate	93.5%	95.5%
mySAEBRS: Social- High Risk, Some Risk (spring)	15.2%	10.2%
SAEBRS: Social- High Risk, Some Risk (spring)	27.0%	22.0%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
mySAEBRS: Academic- High Risk, Some Risk (spring)	14.6%	9.6%
SAEBRS: Academic- High Risk, Some Risk (spring)	22.2%	17.2%
mySAEBRS: Emotional- High Risk, Some Risk (spring)	14.3%	9.3%
SAEBRS: Emotional- High Risk, Some Risk (spring)	25%	20%

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 Mindfulness program school wide, to include staff and student training, as well as materials and supplies.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	9,500 275	School year 2023-24

1.2	Purchase materials to support the teaching and modelling of respectful communication , character development, and conflict resolution throughout the school community (e.g.character education).	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
1.3	Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Safe Schools Ambassador/ Buddy programs, Love and Logic)	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1,500	School year 2023-24
1.4	Offer incentives for positive	X All Students English Learners Low-Income Students	Principal and Teachers	LCFF Supplement	400	School year 2023-24

	attendance and engagement.	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
1.5	Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.	All Students X English Learners Low-Income Students Foster Youth X Other Students with Disabilities and Students who identify as two or more races.	Principal and Teachers		0	School year 2023-24

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: 2022-23

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), mySAEBRS (trimester), counseling data, and spring survey.

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. Data, especially counselor data, better informed us on what student thinking is around school climate and social/emotional needs.

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 the power of play.

2022-23

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 two-years, 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 2022-23	Expected Outcome 2023-24
Student Survey: CARING RELATIONSHIPS- School has a climate that is caring.	69.8%	74.8%
Student Survey: SAFETY- My school is a safe place for all students.	72.1%	77.1%
Student Survey: SAFETY- Concerns about student safety are addressed in a timely manner at my school.	74.3%	79.3%
Student Survey: SAFETY- I feel safe sharing different viewpoints and perspectives at my school.	62.9%	72.9%
Student Survey: CARING RELATIONSHIPS- There is an adult from the school who checks on how students are doing.	61.9%	66.9%
Student Survey: SENSE OF BELONGING- Adults at my school treat students respectfully.	79.7%	84.7%
Student Survey:SENSE OF BELONGING- Students are respectful to each other at school.	30.0%	60.0%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Student Survey: STUDENT ENGAGEMENT- Students are motivated to do their schoolwork.	60.6%	70.6%
Parent and Student Survey: STUDENT ENGAGEMENT- Students are interested in what they are learning.	81.4%, 62.7%	86.4%, 72.7%
Parent and Student Survey: HIGH EXPECTATIONS- School provides additional academic support when students are struggling.	68.4%, 70.8%	73.4%, 75.8%
mySAEBRS: Social- High Risk, Some Risk (spring)	15.2%	10.2%
SAEBRS: Social- High Risk, Some Risk (spring)	27.0%	22.0%
mySAEBRS: Emotional- High Risk, Some Risk (spring)	14.3%	9.3%
SAEBRS: Emotional- High Risk, Some Risk (spring)	25.0%	20.0%
Student Attendance Rate	93.5%	95.5%
Chronic Absence Rates	18.0%	10.0%
In-School Suspensions (Overall, EL, Low SES)	1.39%, 2.50%, 1.89%	.89%, 1.5%, 1.39%
Home Suspensions (Overall, EL, Low SES)	1.57%, 0.0%, 1.89%	1.0%, 0.0%, 1.0%

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
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2.1	Purchase materials to support the teaching and modelling of respectful communication , character development, and conflict resolution throughout the school community (e.g. whole body learning and whole brain teaching).	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
2.2	Offer incentives for positive attendance and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	350	School year 2023-24
2.3	Continue school-wide Character Education program/curriculum and social/emotion	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting	1,500	School year 2023-24

	al learning (e.g. Second Step, Safe Schools Ambassador/ Buddy programs, Love and Logic)			Services And Operating Expenditures		
2.4	Plan and purchase materials for a sensory walkway.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2023-24
2.5	Purchase SEL based book for staff book study.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	700	School year 2023-24
2.6	Implement Mindfulness program school wide, to include staff and student	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 5800: Professiona	9,500 275	School year 2023-24

	training, as well as materials and supplies.			I/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
2.7	Students will receive additional behavioral supports and alternatives to suspension when facing a potential home suspension scenario.	All Students X English Learners Low-Income Students Foster Youth Other	Principal and Teachers		0	School year 2023-24

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: 2022-23

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.

2022-23

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 2022-23	Expected Outcome 2023-24
iReady Reading Diagnostic (Grades 3-6) (at grade level)	56.7%	66.7%
iReady Reading Diagnostic (Grades 3-6, Low SES) (at grade level)	43.9%	53.9%
iReady Reading Diagnostic (Grades 3-6, EL) (at grade level)	11.1%	25.0%
iReady Math Diagnostic (Grades 3-6) (at grade level)	50.7	60.7%
iReady Math Diagnostic (Grades 3-6, Low SES) (at grade level)	31.7%	46.7%
iReady Math Diagnostic (Grades 3-6, EL) (at grade level)	16.7%	26.7%
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) ('21-'22 data)	18%	30%
ELPAC Levels 3 and 4 (oral) ('21-'22 data)	18%	30%
ELPAC Levels 3 and 4 (writing) ('21-'22 data)	18%	30%
mySAEBRS: Academic- High Risk, Some Risk (spring)	14.6%	9.6%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SAEBRS: Academic- High Risk, Some Risk (spring)	22.2%	17.2%

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
3.1	Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension , and writing.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2023-24
3.2	Purchase supplemental ELD materials and supplies.	All Students X English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2023-24
3.3	Purchase online curricular subscriptions to	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation	2,000	School year 2023-24

	support student learning			5800: Professional/Consulting Services And Operating Expenditures		
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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: 2022-23

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 to assist with student career planning.

2022-23

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 2022-23	Expected Outcome 2023-24
Parent and Student Survey: COLLEGE AND CAREER READINESS- Students and families know what classes they will have to take and pass to graduate from high school.	37.9%, 44.7%	47.9%, 54.7%
Parent and Student Survey: COLLEGE AND CAREER READINESS- Students participate in programs to learn about different jobs, careers, and colleges.	19.2%, 26.0%	30.0%, 36.0%
Parent and Student Survey: COLLEGE AND CAREER READINESS- Students are prepared for the next step of their educational experience.	52.1%, 67.1%	62.1%, 72.1%

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 around what students want to learn and	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24

	what environment they find best for learning.					
4.2	Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	Other	0	School year 2023-24
4.3	Implement and promote college themed spirit days to provide opportunities to explore college/career interests.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	Other	0	School year 2023-24
4.4	Implement 6th grade college and career exploration (e.g. Naviance).	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Teachers	Other	0	School year 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 (\$)
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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 Site Allocation	\$31,500.00
Other	\$0.00

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	31,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Site Allocation	31,500.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
4000-4999: Books And Supplies	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	24,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	24,000.00
	Other	0.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	12,175.00
Goal 2	14,825.00
Goal 3	4,000.00
Goal 4	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
Greg Barge	Principal
Alicia Colvin	Parent or Community Member
Laximi Gandhi	Parent or Community Member
Michelle Koontz	Classroom Teacher
Abbie Lisk	Parent or Community Member
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



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 May 31, 2022.

Attested:



Principal, Greg Barge on May 30, 2023



SSC Chairperson, Troy Westover on May 30, 2023

Budget By Expenditures

Earl LeGette Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.		\$0.00	Connected School Communities	
Students will receive additional behavioral supports and alternatives to suspension when facing a potential home suspension scenario.		\$0.00	Healthy Environments for Social-Emotional Growth	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$275.00	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	\$1,000.00	Engaging Academic Programs	
Purchase supplemental ELD materials and supplies.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

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Purchase online curricular subscriptions to support student learning	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	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	\$500.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	\$275.00	Connected School Communities
Purchase materials to support the teaching and modelling 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	\$500.00	Healthy Environments for Social-Emotional Growth
Offer incentives for positive attendance and engagement.	4000-4999: Books And Supplies	\$350.00	Healthy Environments for Social-Emotional Growth
Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Safe Schools Ambassador/ Buddy programs, Love and Logic)	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Healthy Environments for Social-Emotional Growth
Plan and purchase materials for a sensory walkway.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
Purchase SEL based book for staff book study.	4000-4999: Books And Supplies	\$700.00	Healthy Environments for Social-Emotional Growth
Implement Mindfulness program school wide, to include staff and student training, as well as materials and supplies.	5800: Professional/Consulting Services And Operating Expenditures	\$9,500.00	Healthy Environments for Social-Emotional Growth

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Implement Mindfulness program school wide, to include staff and student training, as well as materials and supplies.	5800: Professional/Consulting Services And Operating Expenditures	\$9,500.00	Connected School Communities
Purchase materials to support the teaching and modelling of respectful communication, character development, and conflict resolution throughout the school community (e.g.character education).	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Continue school-wide Character Education program/curriculum and social/emotional learning (e.g. Second Step, Safe Schools Ambassador/ Buddy programs, Love and Logic)	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Connected School Communities
Offer incentives for positive attendance and engagement.	4000-4999: Books And Supplies	\$400.00	Connected School Communities

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
Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.		\$0.00	Clear Pathways to Bright Futures	
Implement and promote college themed spirit days to provide opportunities to explore college/career interests.		\$0.00	Clear Pathways to Bright Futures	
Implement 6th grade college and career exploration (e.g. Naviance).		\$0.00	Clear Pathways to Bright Futures	

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Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

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