

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
Dan Mini Elementary	48705816051411	10/21/2021	

Purpose and Description

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

Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school.

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

Dan Mini Elementary School reflects the rich diversity of Vallejo's population. Our mission is to provide all of our students with the skills, knowledge and confidence to be college and career ready as they end their K-12 experience. We want to include parents and the community in all aspects of our school so that they can support their children and help us improve our programs. We acknowledge that our work with children is fundamental to the well-being and vibrancy of our community and that we must promote creativity, curiosity, compassion and critical thinking.

During a typical school year, parents actively participate in school events with their children. Each year the school holds a Back to School Night. Parents get the opportunity to engage as learners with their students with hands-on activities during Science Night, Math Night, Art Night and Full Service Community School Family Nights in the fall and spring. Parent conferences are scheduled each fall and parents are encouraged to meet regularly in person or by phone with their child's teacher. We have an active PTA that supports school enrichment, such as field trips and other supplemental programs through fundraisers. Our core School Site Council (SSC) membership is comprised of staff and parents that reflect the diversity of our community. Our English Learner Advisory Council is active and provides input on all school issues, from budgets to safety. We are working to attract members of all language groups represented by our students.

Dan Mini has implemented the Positive Behavior Intervention and Support (PBIS) program. Discipline issues at Dan Mini have generally been limited to minor misbehaviors; however, recent years have seen an increase in the number of students who require individualized behavior plans and interventions. The implementation of a Restorative Justice model and techniques of Culturally

and Linguistically Responsive teaching supports staff in addressing discipline in an equitable manner. Through PBIS, our goal is to bring overall referrals and suspension down and reduce the disproportional consequences for our students. In addition to PBIS, we are in our 4th year of implementing the PAX Good Behavior Game. This program supports positive reinforcements and building student character. 2021-22 is also our 9th year of implementing the Full-Service Community Schools (FSCS) programs. The Academic Support Provider (ASP) position will support us in our ability to address the varied needs of our students and community.

Due to virtual learning, our students were last assessed using the CAASPP in 2018-2019. We will continue to measure progress using the CAASPP once it is reinstated. Currently, we use the NWEA and ESGI assessment platforms to monitor student growth. In the 2021-22 school year, our Single Plan for Student Achievement will address our needed areas of growth by focusing on research-based methods of systemic improvement. Our teachers will participate in professional development through workshops, staff development, coaching, and collaboration. We will focus on the fundamentals of good, first instruction using student assessment data to develop instructional plans. This year we will stress the need for purposeful planning, setting student learning targets and implementing all adopted curriculum effectively. Our intervention programs, both in the school day and extended year programs will focus on those student groups who represent the opportunity gap and are identified through NWEA/ESGI data. We will create a safe, positive learning environment through the implementation of PBIS and the PAX Good Behavior Game. Our parents play a key role in supporting their children and we are charged with keeping them informed and ready to join in and help with behavior and academic achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We utilize the results from district provided LCAP stakeholder surveys. Teachers are surveyed regularly throughout the year. Parents and community member input is sought through SSC, ELAC, PTA, and community forum meetings. Parents expressed interest in after-school enrichment opportunities, in addition to supporting opportunities for improving under-performing student achievement. Parents are interested in workshops that provide strategies to support programs and instructional practices that are implemented in the classroom, how to navigate the school website, and an increase in student recognition and performances. All of these input meetings, are provided virtually at this time.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a daily basis by the administrator and the TL. Observations drive professional development, inform coaching opportunities as well as support our instructional focus, and targeted improvement in ELA and Math.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Assessment data is utilized throughout the year to inform instruction. District and school level assessments are used, as well as grade level and teacher assessments. Baseline and formative assessment data are used during collaboration time to inform instruction and to determine differentiation for targeted students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used by teachers on a daily, weekly basis as part of their professional practice. Data is reviewed across the school after baseline assessments, after district assessments, upon completion of curriculum units, and after grade level performance tasks. Students are identified for interventions based upon assessment data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Dan Mini Elementary School is staffed with ALL highly qualified teachers in all classrooms.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Dan Mini Elementary School teachers are credentialed and have access to State Board of Education adopted material for all core subjects. All teachers receive and participate in regular professional development on how to use the materials effectively in their classrooms.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff professional development takes on two phases at Dan Mini Elementary School. The first phase is done at the district level for ELA, Math, and Social Studies/Science. During these trainings staff learn how the content standards work and how to assess those standards. The second phase is site professional development that occurs twice a month. These trainings focus on alignment of instruction with our school vision. Currently Dan Mini Elementary School is focusing on Culturally Responsive Teaching strategies, providing hands on learning and investigative experiences within content areas, and small group instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Dan Mini Elementary School has a full-time site based Teacher Leader and an Academic Support Provider. The Teacher Leader supports teachers on an ongoing basis through modeling and coaching support throughout the year. Throughout Distance Learning, support is available daily through set office hours for collaboration and coaching. The Academic Support Provider provides referrals to intervention, updates, and ongoing communication with staff in regards to student intervention and support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Dan Mini Elementary School teachers meet bi-weekly for grade level or cross-grade level collaboration. This time is used to design cross curriculum lessons with assessments and to look at data and share/discuss best practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Dan Mini Elementary School teachers meet to discuss curriculum, utilize district planning guides and district and site level assessments. All materials and curriculum are aligned to standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Dan Mini Elementary School meets the minimum instructional minutes for both English Language Arts and Mathematics. Throughout Distance Learning, we are following the Instructional Minutes set by the CDE.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Dan Mini Elementary School has built in intervention time for students through both integrated and designated ELD time to support students in meeting grade level standards. There is also additional built in support provided by our Bilingual Tutor to our EL Learners.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are used in all classrooms and available for all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials used at Dan Mini Elementary School are standards-aligned and have been approved by the State Board of Education.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Dan Mini Elementary School provides interventions and supports within the school day and outside of the school day to enable underperforming students to meet standards.

Evidence-based educational practices to raise student achievement

Instructional focus area and habits were selected based on research in effective teaching and learning to raise student achievement. Researched based practices include Math in Practice, Math modeling, small group direct instruction, and close reading.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Dan Mini Elementary School identifies and provides service for families and students who are in need of support through the district and school CARE Team. There are student academic interventions, parent workshops, and Full Service Community School events after school to assist students who are under-achieving. There is support provided through the Dan Mini Wellness Center for students and families. The Expanded Learning Program provides additional tutoring support for students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Dan Mini Elementary has a School Site Council and English Language Advisory Committee which involves stakeholders in planning, implementing, and evaluating all programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Dan Mini Elementary uses its funds to provide direct services to students who are underperforming. This is done through providing interventions, staffing, technology and enrichment offered through categorical funds.

Fiscal support (EPC)

The schools/districts general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in ELA/ELD, mathematics, and the Single Plan for Student Achievement. Funds are allocated to Dan Mini Elementary School through the following resources: General fund, LCAP, LLF, Title I and ASES.

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

The SPSA is created with parents, teachers, and staff input through meetings beginning in the summer before the school year begins and continues throughout the school year with monthly meetings. Feedback is obtained from stakeholder groups through virtual meetings and via electronic collaboration.

Resource Inequities

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

Inconsistency in staffing and staff attendance had an impact on the continuity of instruction. Inconsistent staff attendance within the general education and Special Education classrooms prevented continuity in classroom and small group instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.38%	0.41%	0.4%	2	2	2
African American	12.36%	11.36%	12.2%	65	55	56
Asian	2.28%	3.1%	3.5%	12	15	16
Filipino	18.63%	17.77%	12.8%	98	86	59
Hispanic/Latino	54.94%	57.02%	60.9%	289	276	280
Pacific Islander	2.66%	2.27%	2.6%	14	11	12
White	5.7%	4.13%	3.0%	30	20	14
Multiple/No Response	%	0%	4.4%		19	20
Total Enrollment				526	484	460

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	114	93	92
Grade 1	71	85	70
Grade 2	78	70	81
Grade3	70	77	71
Grade 4	96	68	77
Grade 5	97	91	69
Total Enrollment	526	484	460

Conclusions based on this data:

1. Dan Mini Elementary continues to be a diverse school community with many ethnicities represented.
2. The overall school enrollment continues to decrease.
3. The last decrease in enrollment decreased by another 5%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	217	214	198	41.3%	44.2%	43.0%
Fluent English Proficient (FEP)	45	68	43	8.6%	14.0%	9.3%
Reclassified Fluent English Proficient	6	47	0	2.9%	21.7%	0.0%

Conclusions based on this data:

1. Additional strategies are required to ensure our EL students are meeting their target goals.
2. We need to identify and focus on EL student needs to increase the percentage of EL students who achieve Reclassification Fluent English Proficient.
3. Additional differentiated small group instruction should be provided by the EL tutor.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	91	69	87	89	66	87	89	66	98.9	97.8	95.7
Grade 4	107	89	91	105	88	90	105	88	90	98.1	98.9	98.9
Grade 5	76	95	91	76	95	90	76	95	90	100	100	98.9
All Grades	271	275	251	268	272	246	268	272	246	98.9	98.9	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2353.	2391.	2371.	4.60	12.36	1.52	11.49	16.85	15.15	26.44	30.34	39.39	57.47	40.45	43.94
Grade 4	2420.	2415.	2429.	8.57	6.82	14.44	20.95	18.18	17.78	20.95	21.59	20.00	49.52	53.41	47.78
Grade 5	2461.	2503.	2475.	10.53	24.21	12.22	23.68	23.16	28.89	23.68	28.42	20.00	42.11	24.21	38.89
All Grades	N/A	N/A	N/A	7.84	14.71	10.16	18.66	19.49	21.14	23.51	26.84	25.20	50.00	38.97	43.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.60	12.36	3.03	26.44	46.07	51.52	68.97	41.57	45.45
Grade 4	14.29	7.95	16.67	44.76	54.55	44.44	40.95	37.50	38.89
Grade 5	10.53	17.89	17.78	47.37	51.58	47.78	42.11	30.53	34.44
All Grades	10.07	12.87	13.41	39.55	50.74	47.56	50.37	36.40	39.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.60	7.87	1.54	37.93	51.69	58.46	57.47	40.45	40.00
Grade 4	8.57	5.68	10.00	49.52	40.91	51.11	41.90	53.41	38.89
Grade 5	18.42	34.74	15.56	55.26	45.26	50.00	26.32	20.00	34.44
All Grades	10.07	16.54	9.80	47.39	45.96	52.65	42.54	37.50	37.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.75	13.48	6.06	70.11	61.80	60.61	24.14	24.72	33.33
Grade 4	12.38	9.09	15.56	46.67	68.18	57.78	40.95	22.73	26.67
Grade 5	5.26	14.74	11.11	57.89	63.16	58.89	36.84	22.11	30.00
All Grades	8.21	12.50	11.38	57.46	64.34	58.94	34.33	23.16	29.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.75	16.85	6.06	45.98	49.44	54.55	48.28	33.71	39.39
Grade 4	11.43	6.82	12.22	56.19	47.73	50.00	32.38	45.45	37.78
Grade 5	13.16	36.84	22.22	48.68	46.32	47.78	38.16	16.84	30.00
All Grades	10.07	20.59	14.23	50.75	47.79	50.41	39.18	31.62	35.37

Conclusions based on this data:

1. Due to Covid-19 there is no new data reported on this data set.
2. Based on previous data the percentage of students who are identified as Above Standard has increased within each ELA strand.
3. Based on previous data the percentage of students who are identified as Below Basic has decreased within each ELA strand.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	91	69	88	90	66	88	90	66	100	98.9	95.7
Grade 4	107	89	91	105	88	90	105	88	90	98.1	98.9	98.9
Grade 5	76	95	91	76	95	90	76	95	90	100	100	98.9
All Grades	271	275	251	269	273	246	269	273	246	99.3	99.3	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2397.	2410.	2.27	4.44	4.55	20.45	27.78	30.30	31.82	27.78	31.82	45.45	40.00	33.33
Grade 4	2445.	2428.	2444.	10.48	3.41	12.22	21.90	15.91	20.00	36.19	38.64	33.33	31.43	42.05	34.44
Grade 5	2451.	2489.	2479.	3.95	11.58	12.22	13.16	18.95	17.78	32.89	41.05	30.00	50.00	28.42	40.00
All Grades	N/A	N/A	N/A	5.95	6.59	10.16	18.96	20.88	21.95	33.83	35.90	31.71	41.26	36.63	36.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	21.11	15.15	39.77	34.44	43.94	47.73	44.44	40.91
Grade 4	20.00	10.23	18.89	26.67	32.95	32.22	53.33	56.82	48.89
Grade 5	10.53	14.74	16.67	26.32	48.42	38.89	63.16	36.84	44.44
All Grades	14.87	15.38	17.07	30.86	38.83	37.80	54.28	45.79	45.12

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	11.11	15.15	44.32	50.00	51.52	48.86	38.89	33.33
Grade 4	10.48	2.27	15.56	51.43	53.41	38.89	38.10	44.32	45.56
Grade 5	6.58	11.58	14.44	46.05	44.21	35.56	47.37	44.21	50.00
All Grades	8.18	8.42	15.04	47.58	49.08	41.06	44.24	42.49	43.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.95	11.11	9.09	47.73	53.33	54.55	44.32	35.56	36.36
Grade 4	13.33	5.68	13.33	47.62	56.82	40.00	39.05	37.50	46.67
Grade 5	5.26	12.63	11.11	50.00	54.74	46.67	44.74	32.63	42.22
All Grades	9.29	9.89	11.38	48.33	54.95	46.34	42.38	35.16	42.28

Conclusions based on this data:

1. Due to Covid-19 there is no new data reported on this data set.
2. Based on previous data the percent of students who are performing below basic in Math has slightly decreased but is still is the performance band with the largest group of students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1394.5	1421.5	1408.8	1439.0	1361.1	1380.4	50	51
Grade 1	1430.1	1465.0	1433.1	1481.7	1426.8	1447.8	45	34
Grade 2	1453.4	1477.9	1444.8	1487.5	1461.6	1467.9	38	31
Grade 3	1469.5	1460.6	1458.7	1475.5	1479.9	1445.1	42	24
Grade 4	1489.5	1514.6	1479.0	1523.4	1499.5	1505.4	44	33
Grade 5	1490.0	1533.2	1483.4	1530.2	1496.0	1535.7	31	32
All Grades							250	205

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.80	30.00	35.29	38.00	45.10	30.00	9.80	50	51
1	*	17.65	*	29.41	*	47.06	35.56	5.88	45	34
2	34.21	9.68	*	38.71	28.95	48.39	*	3.23	38	31
3		8.33	38.10	29.17	35.71	45.83	26.19	16.67	42	24
4	*	24.24	40.91	42.42	25.00	21.21	*	12.12	44	33
5	*	21.88	48.39	53.13	*	21.88	*	3.13	31	32
All Grades	15.60	15.12	33.20	38.05	27.60	38.54	23.60	8.29	250	205

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.00	17.65	26.00	43.14	26.00	27.45	26.00	11.76	50	51
1	28.89	26.47	26.67	38.24	*	35.29	24.44	0.00	45	34
2	39.47	29.03	*	45.16	*	22.58	*	3.23	38	31
3	*	20.83	38.10	58.33	38.10	8.33	*	12.50	42	24
4	38.64	45.45	36.36	39.39	*	9.09	*	6.06	44	33
5	41.94	46.88	35.48	37.50	*	9.38	*	6.25	31	32
All Grades	29.20	30.24	30.40	42.93	22.80	20.00	17.60	6.83	250	205

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.96	*	23.53	46.00	60.78	44.00	13.73	50	51
1	*	2.94	*	32.35	24.44	38.24	42.22	26.47	45	34
2	31.58	3.23	*	32.26	31.58	45.16	*	19.35	38	31
3		0.00	*	16.67	30.95	41.67	45.24	41.67	42	24
4	*	0.00	38.64	36.36	34.09	42.42	*	21.21	44	33
5	*	6.25	45.16	28.13	*	56.25	*	9.38	31	32
All Grades	12.00	2.44	22.80	28.29	32.80	48.78	32.40	20.49	250	205

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.00	9.80	54.00	80.39	*	9.80	50	51
1	44.44	64.71	42.22	35.29	*	0.00	45	34
2	42.11	16.13	44.74	74.19	*	9.68	38	31
3	*	8.33	59.52	45.83	26.19	45.83	42	24
4	36.36	18.18	59.09	69.70	*	12.12	44	33
5	*	6.25	54.84	78.13	*	15.63	31	32
All Grades	34.00	20.49	52.40	65.85	13.60	13.66	250	205

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.49	42.00	54.90	40.00	19.61	50	51
1	*	17.65	40.00	61.76	37.78	20.59	45	34
2	36.84	45.16	36.84	51.61	*	3.23	38	31
3	33.33	75.00	50.00	12.50	*	12.50	42	24
4	45.45	75.76	36.36	18.18	*	6.06	44	33
5	51.61	78.13	*	18.75	*	3.13	31	32
All Grades	33.20	49.27	40.00	39.02	26.80	11.71	250	205

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.96	78.00	88.24	*	9.80	50	51
1	*	20.59	33.33	52.94	46.67	26.47	45	34
2	42.11	6.45	28.95	70.97	28.95	22.58	38	31
3		0.00	52.38	37.50	47.62	62.50	42	24
4	*	0.00	68.18	66.67	*	33.33	44	33
5	*	12.50	61.29	78.13	*	9.38	31	32
All Grades	13.60	6.83	54.40	68.78	32.00	24.39	250	205

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.57	38.00	49.02	56.00	29.41	50	51
1	*	5.88	51.11	67.65	26.67	26.47	45	34
2	28.95	16.13	50.00	67.74	*	16.13	38	31
3	*	0.00	64.29	66.67	26.19	33.33	42	24
4	25.00	6.06	68.18	81.82	*	12.12	44	33
5	38.71	6.25	51.61	87.50	*	6.25	31	32
All Grades	20.40	10.73	53.60	68.29	26.00	20.98	250	205

Conclusions based on this data:

1. Due to Covid-19 there is no new data reported on this data set. Previously 65.2% of our EL students were identified as a Level 1 or 2 within the Writing Strand.
2. Due to Covid-19 there is no new data reported on this data set. Previously 86.4% of our EL students were identified as Beginning or Somewhat/Moderately in Reading.
3. Due to Covid-19 there is no new data reported on this data set. Previously the majority of our students were identified as a Level 3 or 4 in Oral Language, Listening, and Speaking.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
484	77.3	44.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	214	44.2
Homeless	29	6.0
Socioeconomically Disadvantaged	374	77.3
Students with Disabilities	53	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	11.4
American Indian	2	0.4
Asian	15	3.1
Filipino	86	17.8
Hispanic	276	57.0
Two or More Races	19	3.9
Pacific Islander	11	2.3
White	20	4.1

Conclusions based on this data:





1. Dan Mini Elementary has a diverse ethnic student population.
2. The needs of the students are diverse with the largest groups of students being identified as Socioeconomically Disadvantage, English Learners, or Students with Disabilities.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Due to Covid-19 There is no new data reported on this data set.
2. Previous data reflects that chronic Absenteeism is impacting student performance in both ELA and Math.

School and Student Performance Data

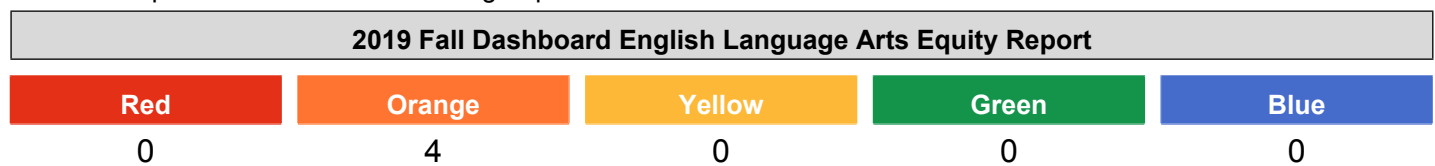
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 38.1 points below standard Declined -8 points 240	 Orange 43.4 points below standard Declined -10.9 points 151	 No Performance Color 0 Students	 No Performance Color 78.6 points below standard 19	 Orange 44.5 points below standard Declined -4.8 points 202	 No Performance Color 64.4 points below standard Declined -8.6 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 63.8 points below standard Declined Significantly -30.2 points 28	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  Orange 7 points below standard Declined -5.9 points 58
Hispanic  Orange 50.7 points below standard Declined -4.7 points 126	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 86.6 points below standard Declined -8.3 points 86	Reclassified English Learners 13.8 points above standard Declined Significantly -32.7 points 65	English Only 38 points below standard Declined -9.2 points 81
--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

Conclusions based on this data:

1. Due to Covid-19 There is no new data reported on this data set.
2. Previous data shows that student groups performed in the red or orange performance range.
3. Previous data shows that no student groups met the requirements that are in the blue range. No student groups performed in the red or orange performance range.

School and Student Performance Data

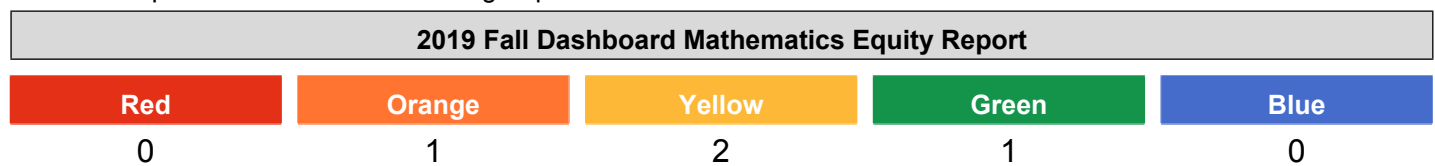
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 36.5 points below standard Increased ++7.7 points 242	English Learners  Orange 39.7 points below standard Maintained ++1.5 points 151	Foster Youth
Homeless  No Performance Color 39.9 points below standard 20	Socioeconomically Disadvantaged  Yellow 44.1 points below standard Increased ++10.1 points 204	Students with Disabilities  No Performance Color 74.9 points below standard Increased Significantly ++17.1 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 67.7 points below standard Increased ++5.1 points 29	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  Green 2.6 points above standard Increased ++8.1 points 57
Hispanic  Yellow 48.2 points below standard Increased ++11.1 points 127	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 72.5 points below standard Maintained ++1.1 points 86	Reclassified English Learners 3.7 points above standard Declined -11.2 points 65	English Only 41.3 points below standard Increased ++9.9 points 83
-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

Conclusions based on this data:

1. Due to Covid-19 There is no new data reported on this data set.
2. Previous data shows that although our African American students increased they were disproportionately points below standard in Math.
3. Previous data shows that our Hispanic students maintained and are disproportionately points below standard in Math.

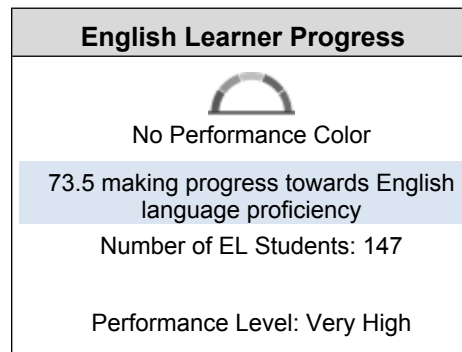
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.8	19.7	2.0	71.4

Conclusions based on this data:

1. Due to Covid-19 There is no new data reported on this data set.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

School and Student Performance Data

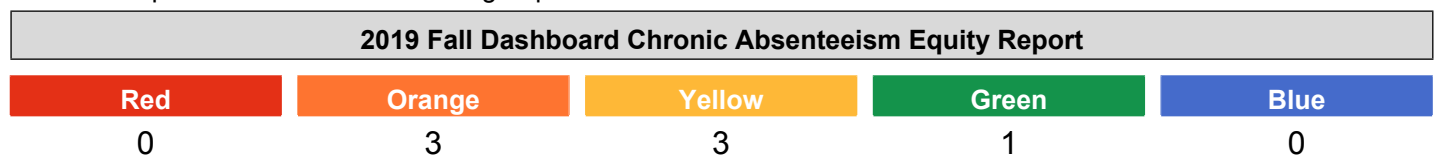
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 17.8 Declined Significantly -5.9 544	English Learners  Yellow 16.5 Declined Significantly -4.3 273	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 21.7 46	Socioeconomically Disadvantaged  Yellow 18.8 Declined Significantly -5.1 446	Students with Disabilities  Orange 30 Declined -13.1 70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 28.4 Declined -2.4 67	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 0 Declined -14.3 12	Filipino  Orange 14.4 Increased +1.6 104
Hispanic  Yellow 17.1 Declined Significantly -5.8 299	Two or More Races  No Performance Color 20 Declined -26.4 15	Pacific Islander  No Performance Color 42.9 Increased +16.2 14	White  Green 9.7 Declined -26.4 31

Conclusions based on this data:

1. Due to Covid-19 There is no new data reported on this data set.
2. Previously the overall percent of students that are chronically absent had decreased.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A

School and Student Performance Data

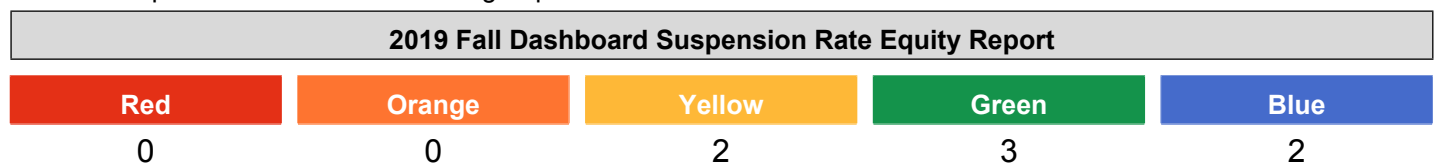
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.1 Declined -0.4 567	English Learners  Blue 0.4 Declined Significantly -1.1 280	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 1
Homeless  No Performance Color 0 48	Socioeconomically Disadvantaged  Green 1.3 Declined -0.5 458	Students with Disabilities  Green 1.3 Declined -3 77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 4.3 Declined -1.6 69	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color 0 Maintained 0 12	Filipino  Blue 0 Maintained 0 107
Hispanic  Green 0.6 Declined -0.6 309	Two or More Races  No Performance Color 0 Maintained 0 17	Pacific Islander  No Performance Color 0 Maintained 0 15	White  Yellow 2.9 Maintained +0.2 35

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1.1

Conclusions based on this data:

1. The suspension rate at Dan Mini Elementary School slightly decreased.
2. Suspension rates for African American students have decreased.

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

Parent Engagement

LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes

Goal 1

Increase Parent and Community Engagement in improving student outcomes

Identified Need

Parent Involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	33%	38%
5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	100%	100%
Ensure parent representation for English Learners, low socioeconomic and students with exceptional needs student groups at each site council meeting including SSC and ELAC	TBD	100%
Parent and student use in grades 3-5 of the AERIES gradebook will increase by at least 5 percentage annually	N/A	N/A

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to ensure equitable participation in ELAC, SSC, PTA, Parent Conferences, Parent Workshops, informational events and in written correspondence, site will utilize the services of translators as needed. Will provide light snacks and childcare at all parent meetings/events when we return to in person learning. Utilize a variety of methods to notify families of meetings and events: flyers, call out via ParentSquare; marquee; phone tree; posters, mail, etc...

*Ensure that call out reminders are made on the evenings prior to meetings.

*Include classroom (student & teacher) incentives for parent participation (not just membership) in the PTA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2524.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure site representation at all DELAC meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Recruit Parent and Classified Members to the site Design Team & PBIS/PAX Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide NWEA/ESGI summative data and results for CAASP and ELPAC to SSC & ELAC for discussion and input from parent community.

*Publish data to the school website and by letters to the community

*Post key decisions on bulletin board for the parent community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assessment data from District Assessments presented to SSC & ELAC as made available. (NWEA/ESGI)

*NWEA Parent Reports to parents for each child.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure that reports are clear and understandable by parents, including providing explanations of reports in Spanish as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update ParentSquare monthly including student achievement data and celebrations.

*Regular updates to Facebook – incentives to teachers to get more parent “likes/follows” on Facebook & other social media outlets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly ParentSquare post and call out with important information about school events and initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly Smore newsletter to include important events and information for the benefit of the Dan Mini Community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See item 1.1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Make Parent Education classes easily accessible to parents to support parent empowerment and engagement in their child's education and expand parent contributions to Dan Mini.

*ESL Classes in collaboration with Regional Center when available

Parent Workshops in collaboration with SCOE via the Dan Mini Wellness Center

Provide childcare and snack when in person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title 1 Parent Involvement Funds
see item 1.1

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase attendance and involvement of parents at school meetings, including School Site Council, ELAC meetings, and PTA. Develop incentives for classes and teachers to promote PTA participation.

*Write talking points on the work that PTA is involved in to support teachers in communicating with parents

*During 1st week of school, support staff to visit primary classes at the beginning of the school day to encourage their attendance in the first meeting.
*Community Circle Meetings Monthly to gather community input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title 1 Parent Involvement Funds

see item 1.1

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

When visitors are reinstated, create and foster a parent volunteer program to assist teachers in the classrooms

*Make Parent Resource room and Wellness Center accessible and create a friendly atmosphere that encourages cross-cultural relationships with other parents

*Ensure that parents complete the formal volunteer process prior to chaperoning or working directly with students utilizing the district designated fingerprinting days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Parent Involvement

see 1.1

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conduct Family Night events 2 times per year upon physical return to in person learning when deemed safe. (Fall and Spring) as an opportunity build community and provide parents with information about community resources and ways to support their children's academic

achievement. At Parent Nights, get donations from local community businesses and seek to have community resources involved {workshops, food donations, prizes for parent attendance incentive}

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title 1 Parent Involvement Funds

See 1.1

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Seek opportunities to engage in greater events in the community (i.e. Coastal Clean-up Day in the Meadows;)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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.

We have made progress with increasing our parent communication and parent involvement through incorporating more family events as well as utilizing the website, weekly ParentSquare messages, select all calls, and our Facebook page.

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

Funds were spent in line with goals.

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.

We will continue to increase the number and variety of parent events, as well as increase involvement through social media. We will utilize additional site staff to continue parent outreach. We will vary the topics of workshops based on parent input and feedback.

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

Safety and engagement

LEA/LCAP Goal

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Goal 2

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Identified Need

Continue to reduce suspensions and referrals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	5%	3%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	0	0
Increase average daily attendance 1 percentage point or more annually	94.04%	95.04%
Decrease chronic absenteeism by 2 percentage points or more annually	16.4%	14.4%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure that work orders are submitted in a timely manner to ensure adequate time for completion of needed repairs by district maintenance personnel

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Further understanding of restorative justice and the use of circles through the reading and study of "The Little Book of Restorative Discipline for Schools" and "The Little Book of Circle Processes"

*ASP to support facilitation and modeling of Community Circles with staff and students.

*Attend district wide professional development as made available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued professional development in Culturally & Linguistically Responsive teaching strategies, Restorative Justice and PAX as part of our PBIS implementation. Continued SEL lessons and integration of the Wellness Center. Supplemental supplies to support implementation of PAX and SEL lessons. Supplemental materials to create multicultural environment and lessons that are reflective of our community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

LCAP

Curriculum Enrichment Prog LCAP 1777

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers to utilize a consistent plan for regular positive parent communication; ParentSquare, class Dojo, phone calls, weekly notes, face to face communications. Plan submitted to administrator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Foster Youth

Strategy/Activity

In collaboration with leadership at district and site level, develop strategies and programs to support foster youth as identified to ensure that they remain engaged in the school community.

*Provide mentor-ship & tutoring by connected the youth to a staff member for support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue the services available from Sports for Learning to maintain structured games during recess aligned to the SPARK curriculum and to support the PBIS expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Establish a buddy room system whereby upper and lower grade classes partner for special projects or reading enrichment.

* Program to include General Education ans well as SDC classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th Grade Students

Strategy/Activity

Establish a Student Transitional Plan to assist 5th graders in preparing for middle school in collaboration with Solano Middle School

*Ensure that all 5th grade students participate in a university field trip

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize "Family Night" Events in Science, Math and Art to support & promote life-long learning and to build community as well as support parents in the use of strategies and resources at home.

*PTA to host multicultural night events, possibly movie night as resources are made available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Bi-Weekly Intervention Team Meeting (Principal, ASP, Teacher Leader, School Psych, Behavior Intervention Specialist) to review strategies and coordinate efforts to support at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Foster school pride and opportunities to improve Dan Mini. Daily use of PBIS Chant and positive daily messages during line up time. Support opportunities for students to participate in school service (i.e. safety patrol, Youth Leadership Team, campus clean-up, helpers in the computer lab, science lab, library)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Youth Leadership Team to actively participate in the implementation of wellness activities; including the maintenance of Water and Healthy eating bulletin areas; Walk/bike to school events; field day & Jump Rope for heart events, attendance campaign
*Additional service programs include support of anti-bullying programs; student newspaper; safety patrol,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff and Students

Strategy/Activity

School Safety Plan to be reviewed and updated to ensure safety of all staff and students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff

Strategy/Activity

All staff members provided with pertinent board policies to ensure transparency and consistency in implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff and Students

Strategy/Activity

Safety drills shall be performed monthly to ensure that all staff and students are familiar with emergency procedures. Drills to be followed by safety team meeting to review drill and identify areas of improvement.
*Include training for noon duty staff about to respond to emergencies and participate in drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In conjunction with the FSCS Site Collaborative, wellness team will identify issues related to health that are a concern to the community and identify appropriate action steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Solicit partnership with organizations (i.e. Health & Dental Clinics, Kaiser Permanente) who can provide support, training, materials and other resources in furtherance of school wellness goals (i.e. hydration stations, water bottles, etc.)

*Oral Health & Emergency preparedness presentations for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 4th and 5th Grade Students

Strategy/Activity

Implement curriculum provided by NEOP in 4th and 5th grade. With support of NEOP Program Coordinator. (Nutrition, Education, Obesity Prevention)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Water Promotion & Fruit and vegetable bulletin boards to provide information on healthy eating and drinking water. To be updated Monthly by the Youth Leadership Team under the supervision of the ASP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incorporate health and wellness component to the monthly “Bearly News.” PAX/Wellness Center component.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

Create opportunities for school and community service for students and families:

*Participate in Coastal Clean-up day as a school and community service opportunity.

*Campus Beautification Saturdays as a school and community service opportunity

*School garden project led by Sustainable Solano and parent and community partners, Regular Day and After School Staff and students

* Provide supplies, tools, and cooking items, snacks etc. needed to host Beautification Days and Community Garden Events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Parent Involvement

see 1.1

LCAP

see 3.18

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff

Strategy/Activity

Develop program to regularly recognize staff members who have been instrumental in supporting and furthering programs to build a positive school climate and improve academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal to utilize differentiated teacher evaluation process to support improvements in instructional practices for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will be provided equitable on-site coaching through peer and TL coaching to improve classroom instruction. Off-site peer observations as needed.

*New teachers, those new to the Dan Mini Team and teachers on process A will have monthly collaboration and coaching conversations directly with Principal

*Peer observations used a tool for reflection and sharing of best practices and effective lesson study as directed and organized by the Teacher Leader.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In conjunction with Human Resources, site will assign only Highly Qualified teachers to core instructional programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff and Students

Strategy/Activity

Honor staff with perfect attendance during staff meetings and during honor roll assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff and Families

Strategy/Activity

Staff & family shout out board.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk and Chronically Absent Students and Families

Strategy/Activity

Collect and analyze attendance data for at-risk and chronic students. Provide data to staff and parents along with correlation between attendance and achievement through parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recognize students with perfect attendance and with most improved attendance. Recognize academic and social emotional growth. Acknowledge individual and group accomplishments. Publicize in newsletter and on website. Mail home awards, provide incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3200

LCAP

Stu engagement and Recognition 1776

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitor attendance and make follow up phone calls, and home visits, schedule site SIT meetings and district SARBs, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All At-Risk Students

Strategy/Activity

Create “hotlist” students to check in with regularly, check in with their teacher & parent, help with various intervention ideas, along with doing classroom/playground observations. Use of Aeries analytics to monitor hot list.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All At-Risk Students

Strategy/Activity

Create intervention groups for students to improve social skills and to teach appropriate socializing strategies.

*Utilize services of SCOE Wellness Center Intern for all students as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All At-Risk Students

Strategy/Activity

ASP to Facilitate Student Success Team meetings as needed, when multiple interventions have been attempted by teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All At-Risk Students

Strategy/Activity

Behavior Intervention Specialist to develop strategies to support at risk students in grades k-2. BIS to support K-2 teachers in the implementation of behavior support plans and in the implementation of actions outlined in the SST process as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Establish a PAX Peace Makers program for recess (buddy system)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PBIS Team
Support of Classroom teachers

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Routinely review rules, procedures for classrooms and common areas. Assemblies each month to review areas of concern & to honor students who have modeled appropriate behavior or made significant improvements to behavior.

*Review playground rules, through the use of the “zone rotation” system, each trimester to ensure that there is consistent enforcement and teaching of appropriate play.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Support Staff

Strategy/Activity

Principal to meet with Yard Duty staff monthly to ensure consistent use of PBIS plans by all adults on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure consistent use of “PAX Paws” as a common positive reward for all students. Stock PAX Incentive Store to support incentives earned.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 2.29

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal walkthroughs to monitor implementation of PBIS/PAX systems in the classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly reminders in the staff newsletter of the lessons and social skill to review for the week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 41

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS/Design team to meet Monthly to review site needs and develop next steps school wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500 PBIS/Design Team ESA's and classified extra hours

Strategy/Activity 42

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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.

We have made progress with lowering referrals to the office and have increased an overall positive climate through our PAX implementation.

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

Funds were spent in line with goals as stated.

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.

We will continue to improve on creating a welcoming and safe environment by increasing the amount of fingerprinted parent volunteers on campus and in the classrooms. We will implement the Sports for Learning Program to provide structured play and meet required PE minutes for our students to increase positive interactions and promote exercise and health.

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

Academics

LEA/LCAP Goal

Increase the Number of Students Graduating College and Career Ready

Goal 3

Increase the Number of Students Graduating College and Career Ready

Identified Need

blend social emotional learning with academic focus areas

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC levels 3 and above	Increased in 18-19 by 6%	11%
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	ELA - 34.2% Math - 27.5%	ELA - 39.2% Math - 27.5%
The numbers of English Learners making progress of one level or more each year	38%	43%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will increase by no less than 5 percentage points annually		
Increase English Learner reclassification rate by no less than 5 percentage points	21.4%	26.4%
Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually	N/A	N/A
100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	100%	100%
95% of individuals with exceptional needs will have access to rigorous academy classes at the high school level and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in grades TK-8	100%	100%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	TBD	TBD

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site will provide quality professional development and support for all staff members.

*All teachers will participate in ongoing PD & collaboration throughout the school year.

*Cross grade level collaboration will take place quarterly to facilitate teachers in understanding the focus of grades the grade above and below.

*Goals and teacher actions will be shared during staff meetings to support accountability to peers and encourage sharing of best practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
121,427	Title I Part A: Allocation TL Position
6,643	LCAP LCAP - Professional Development: Collaborative Release Subs (1726)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide training on Common Core Standards and the Integrated Planning Guides as part of our site based professional development. Staff to participate in district led professional development as it is made available.

*Provide information to parents about common core standards and CAASPP results as made available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in 1st - 5th Grade

Strategy/Activity

Professional development in the use of NWEA (1st-5th) and CAASPP Data (3rd-5th) for determining interventions and developing formative assessments at each grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development in the use of Google Apps for Education (GAFE) and collaboration around the use of new technology tools to support classroom instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaboration with Expanded Learning Program Site Coordinator to provide hands on learning opportunities related to supporting integration STEAM enrichment activities into the Expanded Learning Program program.

*Certificated Teachers to provide instruction and support for both students who do and do not participate in the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

S3 Grant

see 3.1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal to participate fully in:

*all available PLC's with other administrators

*coaching sessions

*working with evaluators and consultants to learn to most effectively support teachers in providing rigorous instruction to students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal and Teacher Leader observation data used to inform needs for site level professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued professional development and collaboration related to Implicit Bias and Culturally and Linguistically Responsive teaching. All teaching staff, ASP, and other relevant staff to participate in some professional learning in the areas of Diversity, Equity and Inclusion through Epoch Education

- *Develop peer lesson study and video lesson study with eye for engagement of ethnic groups who have been consistently underserved.
- *Use of equitable engagement/response strategies consistently in all classrooms (PAX, sticks, cards) where cultural learning strengths are emphasized and validated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development provided by staff members where appropriate to share expertise in content areas. Provide for collaboration specifically around implementation of integrated ELD strategies for those who are trained and Science and Technology standards.

- *Other areas may include, but are not limited to:
- *Close Reading
- *Integrating Technology
- *Supporting differentiation & small group instruction
- *Supporting English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff and Students

Strategy/Activity

Implement the use of collaboration tools such as the 30 minute meeting format for sharing ideas, instructional strategies and content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Identify behavioral & academic interventions through collaboration meetings & SST's to support students in attaining social & academic goals. Identify and supply all resources needed to provide staffing and intervention for identified intervention groups.
Using the MTSS Framework, provide roving sub to support time for assessments to identify intervention needs and focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17,172.00

LCAP

LCAP Content Intervention 1719

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Staff

Strategy/Activity

Educate staff on the SST process/expectations and communicate with them prior to each SST meeting/follow-up

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continually update staff on newly available resources both at our school and in our community as part of the FSCS initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site will fully implement state-adopted, standards aligned core curriculum. Supplemental supplies will be provided to support content areas and to reinforce academic language, language development and differentiation in all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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	see 3.11
5218	Title I Part A: Allocation

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade Level teams will utilize the Common Core State Standards documents, and District Planning Guides to support development of integrated literacy lessons in ELA and Math, and the implementation of key instructional strategies, including GLAD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Celebrations each trimester of data improvements in the areas of academic assessment, attendance, and discipline data. Awards and incentives will be sent home with students or mailed home to recognize students. Annual Attendance Celebrations to acknowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS and Design Teams will analyze quarterly data (academic, attendance and discipline) to develop professional development opportunities and site priorities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the implementation of site specific student enrichment programs and activities tied to Wellness Center, PBIS/PAX, and student interests. All enrichment activities will be aligned to the core curriculum, classroom based activities, assemblies, or other services. This could be provided through Brickspace, MOCHA, Golden Goal, Sustainable Solano Gardens, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50,918

Source(s)

LCAP

Curriculum Enrichment Program 1777

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All hardware and online subscriptions to support differentiation and access to all curriculum. This includes platforms such as Accelerated Reader, Reflex, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP

see 3.18

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support differentiated instruction and engagement: Ensure that each classroom has a class set of student white boards, markers & erasers); as well as supplementary readers either by purchase of class sets of supplements, (including, but not limited to dictionaries, Quickwords, etc.) or by reproduction of titles through the district reproduction department. Purchase additional supplementary materials as needed to support core programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.11

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize services of teacher receiving Technology Stipend to do basic maintenance of site technology, school website and act as liaison for the district technology dept.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of District Developed STEAM Lessons aligned with Common Core Planning Guide with support of STEAM Content Specialist and STEAM Assistant
*Professional development in developing rigorous lessons for the computer & science labs at each grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Performance Tasks (provided in adopted curriculum and outlined in planning guides) will be a mandatory part of regular instruction. All teachers will ensure that performance tasks are utilized regularly throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will be able to access Library and Computer Lab resources equitably. Schedules to be created that support teachers in accessing these resources with their students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Library Media Tech

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain classroom and lab technologies with replacement, repair, and upgraded supplies as needs arise. (Laptop, projector, camera, audio amplification, screen, cart, printers, CD players, ink for copiers and printers to support supplemental programs.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.19

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support implementation of STEAM; ensure that science room supplies are maintained and replenished as needed. Identify materials needed through collaboration with District TL; STEAM Content Specialist; and site STEAM Assistant.

*STEAM family events and clubs supported by teachers.

*Identify outside vendors (such as Lawrence Hall of science and/or wildcare) to provide additional hands on learning opportunities for students on site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.11

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support the implementation of engagement strategies in classroom, site to provide appropriate supplies. Including butcher/chart paper; color printer ink, sets of markers; astrobright papers, and other supplemental materials as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.18

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Integrate Arts instruction into classroom lessons with connections to academic content. Identify art program/curriculum that supports arts integration
*Bring Art Providers and their Program to Dan Mini for Art lessons in classrooms.
*Purchase materials to support programs, including but not limited to paints, brushes, canvas, clay, etc.
*Teachers to provide additional art instruction to students through after school enrichment clubs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.11

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Identify qualified consultant or music professionals to provide opportunities for students to experience and participate in music to enhance academic programs.
*Purchase classroom sets of instruments for TK-2 classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Using assessment data, target students will be identified for the before & after school programs. Extended Day Programs for identified students taught by certificated teachers. K – 5th grades.
*Coordinate efforts with the Expanded Learning Program (ASES) program to ensure that academic components are meeting the needs of program participants. Refine instruction based upon formative and district assessments.
*After School Programs targeted to EL Students who have stalled in their language acquisition progress with certificated teacher & tutoring support.
*Other target students will be prioritized based upon Foster Youth status and need for academic interventions.
*Extended Year Program during Spring Break Grades K-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.11

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide daily instruction for EL students that are targeted to their ELPAC level. This instruction includes support block in addition to time with the bilingual tutor for students with a ELPAC levels 1 through 4, with students at a level 1 or 2 being targeted for additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Daily Support Block for students not participating in ELD will provide highly defined targeted instruction to meet the needs of the non-EL groups. Grade level teams will develop focus content for each of the support blocks and hold each other accountable to the content/strategies.

*Grade level teams will review student groupings each trimester to determine if it is necessary to adjust student participation in a group.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Student Success Team process will be used as an intervention for struggling students and will utilize both site based and community resources to improve achievement and meet the needs of individual students The site personnel make-up of the SST team will be determined depending upon needs of individual student. Aeries Analytics to be used to monitor students on the “watch list.”

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers provided access quarterly assessment data in a timely manner to support the development of instructional plans/Teacher Action Plans.

*Teachers provided with quarterly attendance and discipline data to support development and revision of PBIS lessons and schedules.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers of Transitional Kindergarten and Kindergarten will support instructional interventions based upon student needs. This will include pull-out small group interventions for struggling readers, support block/ELD groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site will create instructional / Master schedule using district templates to ensure all students are appropriately placed and receive balanced Language Arts, Math and ELD curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement daily use of Imagine Learning in classrooms as well as during Expanded Learning Program (ASES) and Extended Day programs as a support to students at ELPAC1-3.

*Provide continued professional development to teachers in implementation of the program.

*Meet usage goal of 80 min average usage per week.

*Ensure adequate classroom technology resources to ensure student access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide expanded learning opportunities through educational on campus assemblies, virtual fieldtrips, and field trips when permitted for all grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP - See 3.18
Supplemented by PTA as necessary

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All ELL Students

Strategy/Activity

Professional development in the use Houghton Mifflin Harcourt Journeys materials to support language development of English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.1

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development in planning and implementation of small group instruction as a key instructional strategy. Support teacher collaboration in this area.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.1

Strategy/Activity 41

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expanded Learning Program (ASES) enrichment programs will be supported by classroom teachers. Teachers will teach subject matter in which they have a particular skill or expertise to support STEAM learning. i.e. Art; Photography/Journalism; Keyboarding Skills; Hands on Science Content

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see 3.18

Strategy/Activity 42

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade level teams will develop quarterly instructional action plans based on student outcome data including intervention plans for students' academic needs. Using assessment data, teachers will track individual student progress. Formative assessments will be used to calibrate instruction and outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

see 3.1

Strategy/Activity 43

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expanded Learning (ASES) Program to support academic enrichment for students. Teachers utilized to support targeted programs that enrich the core curriculum. Plan and coordinate with ASES program director to develop site programs.

*STEAM Assistant to provide support to STEAM program in Expanded Learning through support of hands on activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 44

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Universal Access will be implemented in all classrooms to include specific small group instruction. Grade level teams will collaborate to develop instructional norms to support implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3.1

Strategy/Activity 45

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Parent Engagement and Communication through providing student planners (4th & 5th) student HW folders (K-3)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Parent Involvement

see 3.16

Strategy/Activity 46

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 47

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 48

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 49

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 50

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 51

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 52

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 53

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 54

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 55

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 56

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 57

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 58

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 59

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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.

Our scores increased in 4th grade by decreased in 3 and 5. If you follow each grade level as they advance a grade level, scores increased. We made gains across the content areas in K-2. We have implemented 1 to 1 in K-5. We were able to update teacher technology as needed.

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

Funds were spent in alignment with goals.

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.

We will continue to pursue academic excellence at all grade levels and continue to maintain 1 to 1 across K-5.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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	\$211,102.00

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 (\$)
Title I Part A: Allocation	\$126,645.00
Title I Part A: Parent Involvement	\$2,524.00

Subtotal of additional federal funds included for this school: \$129,169.00

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 (\$)
LCAP	\$81,933.00

Subtotal of state or local funds included for this school: \$81,933.00

Total of federal, state, and/or local funds for this school: \$211,102.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCAP	81,933.00
Title I Part A: Allocation	126,645.00
Title I Part A: Parent Involvement	2,524.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	81,933.00
	Title I Part A: Allocation	126,645.00
	Title I Part A: Parent Involvement	2,524.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,524.00
Goal 2	7,200.00
Goal 3	201,378.00

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
Yvanna Wheeler	Principal
Vera Garcia	Parent or Community Member
Sarah Fuchs	Classroom Teacher
Seychelle Yarick	Parent or Community Member
Gloria Servin	Parent or Community Member
Stephanie Zaragoza	Parent or Community Member
Angela Gamblin	Classroom Teacher
Laura Odneal	Classroom Teacher
Melanie Williams	Parent or Community Member
J.R. Matualc	Other School Staff

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 October 20, 2021.

Attested:



Principal, Yvanna Wheeler on October 21, 2021



SSC Chairperson, Seychelle Yarick on October 21, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/guidanceusesinvestment.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/guidanceusesinvestment.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