

School Year:

2022-23

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Helen M. Lehman Elementary	CA	May 16, 2022	June 8, 2022

Contact Person: Amy Taganashi

Position: Principal

Phone Number: 707-890-3935

Address: 1700 Jennings Ave
Santa Rosa, CA 95401-4556

E-mail Address: ataganashi@srcs.k12.ca.us

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

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.

The school wide plan goals are derived from multi-measure assessment data, stakeholders feedback, and aligned to SRCS District LCAP goals, school mission, and vision.

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

We have a variety of ways we involve parents and other community members in meaningful collaboration and opportunities for input and feedback in the analysis of school progress and creation of the school plan [i.e. ELAC, SSC, and staff meetings].

- ~ParentSquare: our communication platform immediately translates messages into the recipient's preferred language. Communication through this platform has increased so that we have gotten a lot more feedback from parents on what is and is not working so that we can adjust our SPSA accordingly.
- ~SSC: met and approved the current SPSA on 5/16/2022. We met on 1/21/2022 and 3/14/22 to evaluate our school programs/activities included in the 2021-2022 SPSA. We meet bimonthly to review and update as needed.
- ~ELAC: met frequently to review and give input on the SPSA on 5//20/22. We will continue to meet every other month.
- ~Staff meetings: met and gave feedback on the SPSA on 4/27/2022. We meet twice per month.

Resource Inequities – Required for CSI / ATSI

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

Resource inequities were identified based on demographic information data, Youth Truth, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, and Staff Meetings.

1. There is a lack of resources in our families' homes to support instruction and academic growth.
2. There are little to no English speakers at home.
3. Learning loss from past school closures (due to wildfires and COVID-19).
4. There is a need for our students to have their basic needs met prior to being able to focus on academics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.2%	0.6%	0.48%	6	3	2
African American	2.8%	2.7%	2.89%	14	13	12
Asian	3.8%	4.2%	4.58%	19	20	19
Filipino	1.2%	0.8%	0.48%	6	4	2
Hispanic/Latino	83.8%	83.4%	82.41%	419	402	342
Pacific Islander	0.6%	0.6%	0.96%	3	3	4
White	5.4%	5.6%	6.27%	27	27	26
Multiple/No Response	1.2%	2.1%	1.45%	6	10	6
	Total Enrollment			500	482	415

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	81	72	71
Grade 1	64	61	51
Grade 2	65	65	47
Grade3	74	72	58
Grade 4	60	71	69
Grade 5	74	65	59
Grade 6	82	76	60
Total Enrollment	500	482	415

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	228	206	206	45.6%	42.7%	49.6%
Fluent English Proficient (FEP)	152	120	131	30.4%	24.9%	31.5%
Reclassified Fluent English Proficient (RFEP)	93	11	78	30.4%	4.8%	18.8%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
482	409	206	1
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		206
Foster Youth		1
Homeless		
Socioeconomically Disadvantaged		409
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

1. Continue work with the Redwood Empire Food Bank and our district meal services to support our low SED students with food and keep parents up-to-date on district-wide meal distribution during distance learning through use of our communication platform (ParentSquare).

2. Connect families with supports (shelters, the Integrated Wellness Center, Redwood Empire Food Bank) to assist them in navigating the struggles COVID-19 have brought forth.
3. Work with ELAC to brainstorm best methods in involving our EL population and getting their families tied into the school community. Dashboard data remains frozen due to school closure in '19-'20.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Our SBAC scores for both English Language Arts and math continue to be poor. This tells us we need to increase our interventions (such as walk-to-read intervention program, Math TOSA, and use of the supplemental programs such as Lexia Core5 and Happy Numbers) and work collaboratively to help increase our students' performance in reading. We will continue to utilize our teacher on special assignment (TOSA) to help support teachers in using our standards based curriculum for reading and math.
2. Our absenteeism has improved, but still remains high. We will need to assess families' needs and support them so they will continue to attend school. This will include connecting them to community supports in areas of food, shelter, and counseling services to ensure students can attend and focus on their learning.
3. Our suspension rate still needs to decrease. We will need to continue our work on restorative practices, MTSS and use of the ToolBox tools to help students self-regulate in class and be successful. We will create a new behavior flow-chart for tier one and tier two behaviors to create consistency and predictability. Dashboard data remains frozen due to school closure in '19-'20.

School and Student Performance Data

Academic Performance English Language Arts

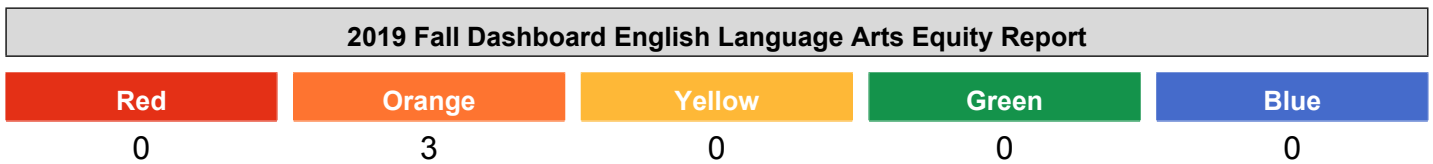
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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		
<p>All Students</p> Orange 71.7 points below standard 269	<p>English Learners</p> Orange 74.5 points below standard 217	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 79.9 points below standard 218	<p>Students with Disabilities</p> No Performance Color 158.7 points below standard 29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81.1 points below standard 232	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 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 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	Reclassified English Learners	English Only
128.8 points below standard 92	34.5 points below standard 125	59.9 points below standard 51

Conclusions based on this data:

1. As previously noted, our SBAC scores in English Language Arts continue to be poor. We will need to increase our interventions and decrease the size of our intervention groups when possible to give more individualized support. We will do this through our use of instructional aides, small groups, our targeted walk-to-read program, use of supplemental programs on top of our curriculum such as LexiaCore5 and Happy Numbers.
2. We have many new staff members this year that we will need to ensure get properly trained on all curriculum to help support them as they support our students' learning. Such training will include Lucy Calkins Writing Workshop, Collaborative Curriculum Design (CCD) units of study for ELA, LexiaCore5, Happy Numbers, and GLAD strategies. We will also connect and support each new teacher with our teacher on special assignment (TOSA) who will work closely with them to ensure they understand the curriculum and are successful in implementing it.
3. We need to provide more rigorous standards for students and give supports at home to aid students in increasing comprehension levels. To do so, we will support teachers to seek out professional developments that are needed to ensure best practices. Dashboard data remains frozen due to school closure in '19-'20.

School and Student Performance Data

Academic Performance Mathematics

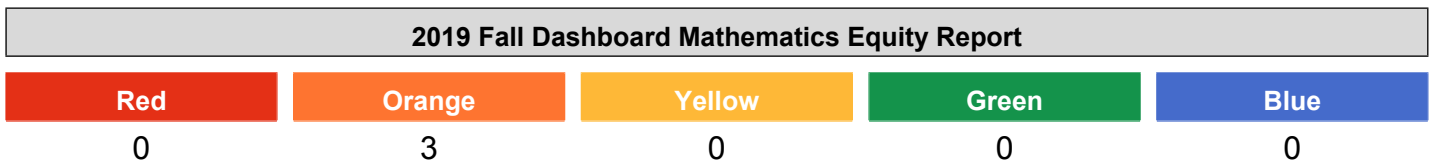
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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		
<p>All Students</p> Orange 71.8 points below standard 270	<p>English Learners</p> Orange 72.6 points below standard 219	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 79.7 points below standard 219	<p>Students with Disabilities</p> No Performance Color 134.9 points below standard 29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.9 points below standard 233	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 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	Reclassified English Learners	English Only
121.9 points below standard 94	35.6 points below standard 125	69.1 points below standard 50

Conclusions based on this data:

1. We continue to struggle with our math scores. We will do continual data dives and goal setting as a staff and grade levels to aid in increased student achievement. We will continue to use site funds for our Math TOSA to work with students and staff in the area of math.
2. We will ensure that all staff are trained in their new math programs that are based off the common core state standards and board adopted. These include EveryDay Math and CPM.
3. We held on Family Math Game Night during the 21-22 school year and will calendar more events such as this one to support our parents in assisting their students with their math. Dashboard data remains frozen due to school closure in '19-'20.

School and Student Performance Data

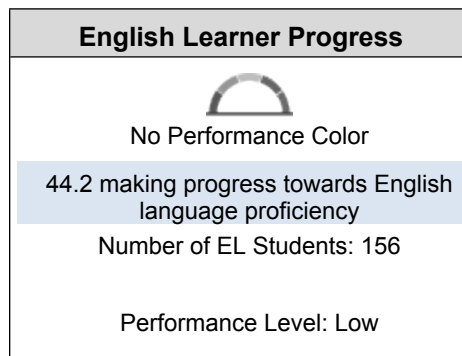
Academic Performance English Learner Progress

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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
42	45	7	62

Conclusions based on this data:

- Due to many students not being tested in 20-21 school year, we are not able to draw upon the data to determine progress. We will continue to work on our consistency and implementation of our ELD curriculum, WonderWorks ensuring that teachers are properly trained in the curriculum, understand how to access and use it effectively in remote learning, and are doing so on a daily basis. We also need to draw upon our bilingual staff members to support our newcomers, as well as our emergent bilingual students.
- We will make sure that all teachers are trained in integrated ELD GLAD Strategies.
- We will increase our ELD focus from being mostly on reading fluency to higher levels of depth of knowledge and reading comprehension and overall writing skills. Dashboard data remains frozen due to school closure in '19-'20.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

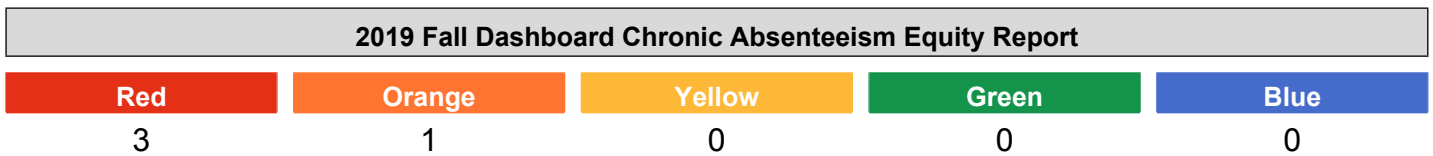
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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		
<p>All Students</p>  Orange 12.2 Increased +2.6 539	<p>English Learners</p>  Red 12.4 Increased Significantly +3.7 323	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Red 14 Increased Significantly +4.3 443	<p>Students with Disabilities</p>  Orange 19.6 Increased +0.9 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -5.6 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 13 Increased +8.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.7 Increased Significantly +3.4 445	 No Performance Color 7.1 Declined -4 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 24.1 Increased +1.9 29

Conclusions based on this data:

1. We need to decrease our chronic absenteeism across the board but especially with certain subcategories: low SED students, our hispanic population, and our students with disabilities.
2. We will need to work on educating our parents on the importance of regular attendance, including students arriving on time for school each day.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

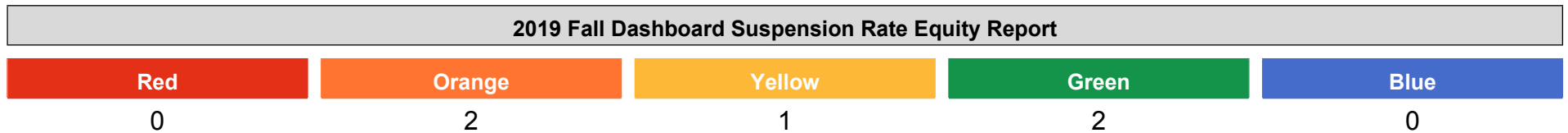
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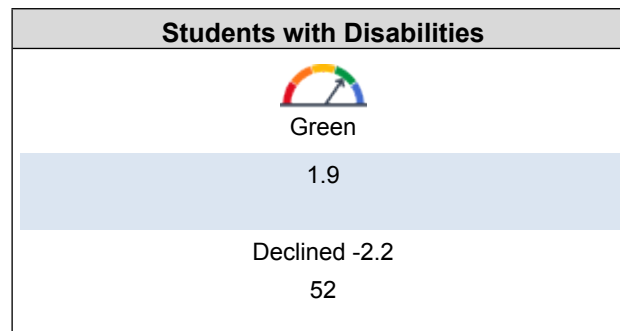
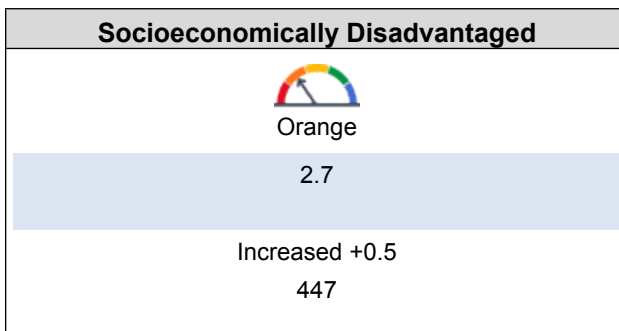
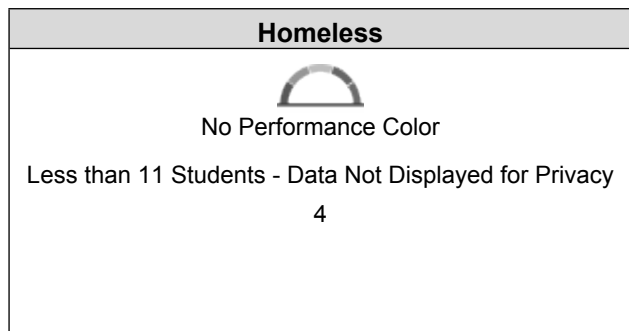
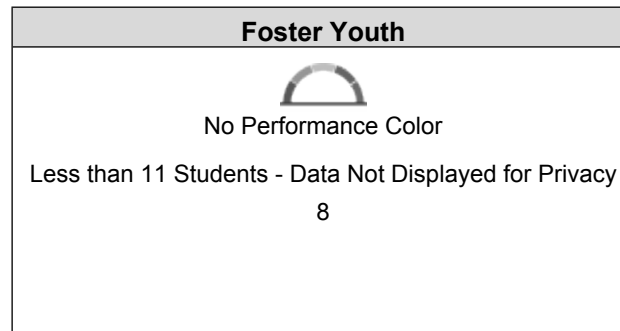
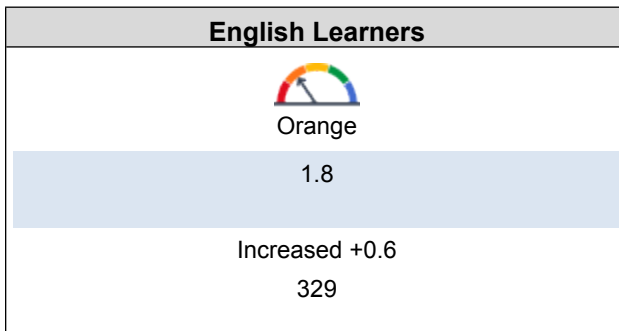
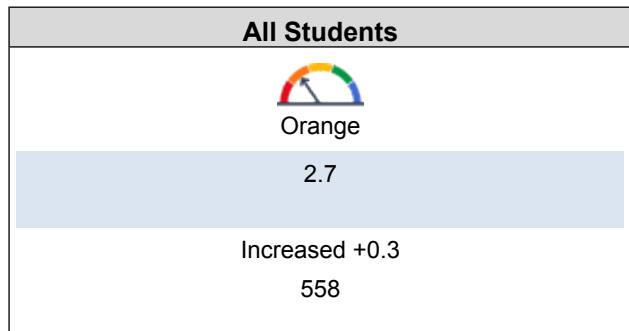


This section provides number of student groups in each color.











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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.4 Increased +15.4 13	 No Performance Color Less than 11 Students - Data Not 7	 No Performance Color 0 Maintained 0 26	 No Performance Color Less than 11 Students - Data Not 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.2 Maintained +0.1 455	 No Performance Color 6.7 Increased +6.7 15	 No Performance Color Less than 11 Students - Data Not 3	 Green 3 Declined -7 33

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	2.7

Conclusions based on this data:

1. We need to continue to utilize our robust Tier 2 team to support students dealing with trauma.
2. We need to continue to increase our restorative practices as a staff and continue to educate students on using self-regulation tools such as the ToolBox Tools.
3. We need to work with our FEF to help connect families with supports they need both emotionally and academically so they are set up to achieve their best during the school day. Dashboard data remains frozen due to school closure in '19-'20.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently-Abled Learners
- providing resources and educational opportunities to families equitably across languages and cultures

Goal 1

We will increase student proficiency in reading, writing, and math, as well as English Language Development through targeted instruction in the student's zone of proximal learning. Students will engage in a variety of research proven learning techniques to foster multiple areas of growth. The activities in this goal support aiding growth in these curricular areas based on data and stakeholder feedback.

Identified Need

Increase academic levels to meet grade level benchmarks in reading, writing, mathematics and English Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Let's Go Learn, DRA (K-2), DIBELS assessments (grades 3-6), TK-6th ELPAC assessment and reclassification rates.	Beginning of the year assessment and previous ELPAC scores.	Increase academic progress as measured by the Let's Go Learn assessment trimester by trimester and end-of-year assessments. We expect to see students go up one level in their summative ELPAC scores.

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

Personnel - Walk to Read Intervention Support, Instructional Aides (Ms. Garcia and Ms. Toscano) support inside classroom for struggling students, Math TOSA to aid in reading and math proficiency, IMT to provide resources for academic instruction.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will be using WTR assessments (1st-3rd) approximately every 6 weeks and/or Lexia, Accelerated Reader and Happy Numbers data.

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)

68,205.46

3010 - Title I
2111 - Instructional Assistant
2 IAs .75 FTE each. Includes salary, benefits/driven costs.
Jennifer Toscano and Laura Garcia (Literacy, writing ELD and math support--these aides will supplement our existing programs by providing small group and individual support that goes beyond the normal instructional model).

40,916.84

3010 - Title I
1000-1999: Certificated Personnel Salaries
Math TOSA: Gina Godfrey

92,048.26

0500 - Supplemental
1000-1999: Certificated Personnel Salaries
Math TOSA: Gina Godfrey

10,093.68

0500 - Supplemental
2xxx – FTE Classified Salaries

.1875 FTE for Instructional Materials Technician (IMT) (Jon Jones) includes salary, benefits/driven costs

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 teacher extended day pay to provide tutoring and homework support after hours to increase student proficiency in reading, writing, English Language Development and math.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: increase in math and ELA scores on LGL ADAM and DORA assessments.

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)

750.00

0500 - Supplemental
1112 - Teacher Extended Day

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

Provide instructional materials and supplemental materials to support the overall academic success of all of our students, with special consideration given to support our Emergent Bilingual students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: increase in math and ELA scores on LGL ADAM and DORA assessments.

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)
10,069.59	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials for the classrooms/office
250.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Materials for the classrooms/office, Resources to support English Language Development

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

Increase literacy through providing books – other than textbooks

Monitoring Effectiveness

How will this activity be monitored during the year?

Let's Go Learn DORA scores and WTR assessments

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)
250.00	0500 - Supplemental 4200 - Books - Other than Textbooks

Supplemental reading material for classrooms, library, and students

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

Provide current technology and equipment to support learning across the curriculum (hardware, software, and equipment).

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: increase in math and ELA scores on LGL ADAM and DORA assessments, as well as ELPAC assessments.

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)
1,100.75	3010 - Title I 4312 - Software 49 % Happy Numbers
1,799.25	0500 - Supplemental 4312 - Software 51% Happy Numbers
250.00	0500 - Supplemental 4400 - Equipment (under \$5,000) lightbulbs, projector, Elmo, etc.
250.00	0500 - Supplemental 4412 - Hardware (under \$5,000) Chromebooks, Laptops, iPads, and other items needed for use and storage
2823.00	0500 - Supplemental

4312 - Software

Accelerated Reader: Software to support an increase in student's reading fluency and comprehension.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

In preparation to complete a new SPSA, the school site council monitored the effectiveness of the strategies by evaluating the data from MapGrowth, Lexia and Happy Numbers. Progress was noted, but it was recommended that the goal remain in effect for the 22-23 school year.

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

The main differences were found in budget expenditures due to being socially distanced the majority of the year. As such, a few of our in-person supports (i.e., the art docent and after-school tutoring) were either eliminated or reduced. SSC met and approved all movement of funds.

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.

The metric for this goal will now be Let's Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Decrease chronic absenteeism and tardiness by the end of the school year based on the previous school year's daily attendance. Increase engagement with students and parents by providing ample opportunities for participation and events to promote inclusion.

Identified Need

Increase attendance and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama, Youth Truth and Chronic Absenteeism Rates	Parent Needs Assessment/The YouthTruth survey data: For the question, "Parent/family members are included in planning school activities" rated 3.8. Draft data from our Chronic Absenteeism as of March 30, 2021: 32.91%	Parent Needs Assessment/The YouthTruth survey data: For the question, "Parent/family members are included in planning school activities" increase score to a 4.0. Increase attendance by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase Personnel-EL School Tech II

Monitoring Effectiveness

How will this activity be monitored during the year?

Chronic Absenteeism Rates

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)

9,362.41

0500 - Supplemental
2xxx – FTE Classified Salaries
EL School Tech II .14 FTE includes salary, benefits, and driven costs.

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

Increase supplies and materials to support our school counselor

Monitoring Effectiveness

How will this activity be monitored during the year?

Increased social-emotional education, increased coping skills, and increased engagement/attendance at school (i.e., increase in attendance rates).

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)
100.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Kimochis, Toolbox Tools, art supplies, fidgets, and other supplies needed to increase social emotional learning.
100.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Incentives for academic effort, attendance and behavior.

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

Materials and supplies for our SEAW (Student Engagement Activities Worker) to increase student engagement. Implement after school activities, including sports programs, to enhance student wellness.

Monitoring Effectiveness

How will this activity be monitored during the year?

Increased engagement and attendance at school (i.e., increase in attendance rates).

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)
1000.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) 5814 - Game Officials/Referees/League Fees

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

Provide release time (includes teacher substitute budget) for teachers to support student and family engagement by participating in SSTs, IEPs and 504 meetings during the school day

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance at SSTs and IEPs.

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)

4000.00

0500 - Supplemental
1122 - Teacher Release Time
Covers substitute so that teachers can be released to attend SSTs, IEPs and 504s to best support student academic/behavioral and social-emotional learning.

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

Provide extended learning opportunities beyond the classroom including enrichment opportunities such as field trips and clubs.

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance at field trips and clubs as well as increased engagement and attendance at school.

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)
250.00	0500 - Supplemental 5832 - Field Trip Transportation Field trip transportation (i.e., buses)
4000.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher extended day pay (includes benefits/driven costs) to lead field trips or clubs after work hours.

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

Provide classified extra duty hours to aide with translation support, yard coverage and childcare during meetings and events to increase engagement with our multilingual families.

Monitoring Effectiveness

How will this activity be monitored during the year?

Increased familial participation in school activities, parent-teacher conferences, meetings, and trainings monitored through attendance sheets.

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)
2200.00	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Support/overtime before and after school, as well as translation services beyond normal duties. Also supports extra duty hours

for Yard Duty Staff to ensure student safety and coverage in the case of staff absences. Includes benefits/driven costs for any classified staff

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

Provide supplemental materials to support enrichment and parent engagement opportunities.

Monitoring Effectiveness

How will this activity be monitored during the year?

Increase in engagement and attendance at school (increased attendance rates), as well as increased communication and engagement with parents (increase in families attending mtgs and 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)

250.00

0500 - Supplemental
4200 - Books - Other than Textbooks
Provide supplemental books to support enrichment opportunities and parent engagement [i.e., including additional books or magazines for supplemental use (take home)].

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

Provide parent engagement activities (i.e., events, training, snacks for the meeting, etc.)

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance at school events, trainings, and parent meetings (i.e., PFO, SSC, ELAC).

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)

1,397.57

3010 - Title I
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
Light refreshments for parent meetings and consumables.
Provide materials and supplies to support our efforts to engage with our multilingual families.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Youth Truth survey data from 2020 and 2021 will also be used to evaluate the effectiveness of the strategies/activities within this goal. Chronic Absenteeism data was reviewed throughout the 2021-22 school year to monitor effectiveness.

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

The main differences were found in budget expenditures due to being socially distanced the majority of the year. As such, a few of our in-person supports (i.e., the art docent and after-school tutoring) were either eliminated or reduced. SSC met and approved all movement of funds.

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.

The metric for this goal will now be the Youth Truth survey data and Chronic Absenteeism rates/data which can be found on our Goal 2 Annual Measurable Outcomes page. One change from this goal to the current goal is that we will focus on student/parent engagement and attendance and move teacher professional development to a new third goal. This change can be found under the description for Goal 2 and Goal 3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

Teachers will attend professional development opportunities to support pedagogical leadership, innovation, and tools to provide flexible learning environments.

Identified Need

Increase professional development to support growth-minded professionals and positive learning environments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth	YouthTruth survey data from staff, specifically the question: "I have opportunities to learn at work." The score was 3.66.	Increase the Youth Truth survey score to the question, "I have opportunities to learn at work" to a score of 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

Teacher professional development (i.e., conferences, training, webinar, etc. includes budget for sub coverage of class). In order to serve our students the best, teachers will need training to be proficient in topics such as curriculum, engaging instructional strategies and tools, and differentiation techniques.

This Release Time includes collaboration time to enhance student learning, data analysis/collection, BEST first instruction, MTSS for targeted instruction (includes substitute coverage for teachers to attend this).

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance at professional development opportunities as well as Youth Truth data regarding "professional development and 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)
1000.00	0500 - Supplemental 1112 - Teacher Extended Day To support teachers attending professional development outside of work hours.
250.00	0500 - Supplemental 5215 - Staff Travel & Conferences
1500.00	0500 - Supplemental 1122 - Teacher Release Time Covers substitutes so that teachers can collaborate, as well as attend professional development opportunities and classroom observations of colleagues during the school days.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to the ongoing challenges due to pandemic, teachers had fewer opportunities to pursue professional development opportunities.

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

N/A

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

N/A

Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Instructional Aides to increase support inside the classroom for struggling students (literary, writing, and ELD support that will supplement our existing programs by providing small group and individual support that goes beyond the normal instructional model).	Instructional Assistant x2 with .75 FTE each	3010 - Title I	68,205.46	Goal 1, Activity 1; monitoring effectiveness through DORA assessments as well as our WTR assessments every 6 weeks and/or Lexia data.
Math Specialist to aid struggling students in math/literacy development.	Math TOSA 20%	3010 - Title I	40,916.84	Goal 1, Activity 1; monitoring effectiveness through DORA/ADAM assessments as well as our WTR assessments every 6 weeks and/or Lexia and Happy Numbers data.
	Math TOSA 80%	0500 - Supplemental	92,048.26	
.1875 FTE for Instructional Materials Technician (IMT) to support provision resources for academic instruction.	Instructional Materials Technician .1875	0500 - Supplemental	10,093.68	Goal 1, Activity 1; monitoring effectiveness through DORA assessments as well as our WTR assessments every 6 weeks and/or Lexia data.
Elementary School Technician II to support our families to increase attendance and engagement with school.	EL School Tech II	0500 - Supplemental	9,362.41	Goal 2, Activity 1; monitoring chronic absenteeism rates.

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

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	\$104,100.03
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$254,216.81

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 (\$)
3010 - Title I	\$111,620.62

Subtotal of additional federal funds included for this school: \$111,620.62

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 (\$)
0500 - Supplemental	\$142,596.19

Subtotal of state or local funds included for this school: \$142,596.19

Total of federal, state, and/or local funds for this school: \$254,216.81

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
3010 - Title I	98439.16	-13,181.46
0500 - Supplemental	163789.44	21,193.25

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	142,596.19
3010 - Title I	111,620.62

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	132,965.10
1112 - Teacher Extended Day	5,750.00
1122 - Teacher Release Time	5,500.00
2111 - Instructional Assistant	68,205.46
2913 – Classified Extra Duty (Childcare-parent engagement)	2,200.00
2xxx – FTE Classified Salaries	19,456.09
4200 - Books - Other than Textbooks	500.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	10,169.59
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	1,497.57
4311 - Instructional Materials (Non-Consumables)	250.00
4312 - Software	5,723.00
4400 - Equipment (under \$5,000)	250.00
4412 - Hardware (under \$5,000)	250.00
5215 - Staff Travel & Conferences	250.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	1,000.00
5832 - Field Trip Transportation	250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	92,048.26
1112 - Teacher Extended Day	0500 - Supplemental	5,750.00
1122 - Teacher Release Time	0500 - Supplemental	5,500.00
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	2,200.00
2xxx – FTE Classified Salaries	0500 - Supplemental	19,456.09
4200 - Books - Other than Textbooks	0500 - Supplemental	500.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	10,169.59
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	100.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	250.00

4312 - Software	0500 - Supplemental	4,622.25
4400 - Equipment (under \$5,000)	0500 - Supplemental	250.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	250.00
5215 - Staff Travel & Conferences	0500 - Supplemental	250.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	1,000.00
5832 - Field Trip Transportation	0500 - Supplemental	250.00
1000-1999: Certificated Personnel Salaries	3010 - Title I	40,916.84
2111 - Instructional Assistant	3010 - Title I	68,205.46
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	1,397.57
4312 - Software	3010 - Title I	1,100.75

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,806.83
Goal 2	22,659.98
Goal 3	2,750.00

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
Amy Taganashi	Principal
Lauren Bracco	Classroom Teacher
Julie Segura	Classroom Teacher
Jenna Glenn	Classroom Teacher Parent or Community Member
Mike Baker	Parent or Community Member
Fanus Segid	Parent or Community Member
Melissa Madigan	Classroom Teacher Parent or Community Member
Kayelean Killen	Other School Staff
Elizabeth Billy	Parent or Community Member
Maribel Rodriguez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2022.

Attested:



Principal, Amy Taganashi on June 1, 2022



SSC Chairperson, Lauren Bracco on June 1, 2022

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 **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/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