

# 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
John R. Williams Elementary School	39685696041909	October 25, 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

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.

This John R. Williams' School Plan for Student Achievement outlines five goals targeting support and improvement for specific areas of need. These five goals address academic areas including Language Arts, Math, services for English learners, school-wide student engagement, as well as family and parent engagement as they support their child's learning. Every goal was written to provide equity for all student groups, with an emphasis on closing achievement gaps. This plan has been designed to support all learners in their academic advancement.

Goal 1: The percentage of K-6 students able to read at grade level will increase from the previous year as measured by DIBELS (K-2), and CAASPP (3-6). The actions in Goal 1 primarily focus on effective Tier 1 instruction, monitoring student progress and implementation of Tier 2 and Tier 3 intervention.

Goal 2: The percentage of K-6 students meeting grade level standards in mathematics will increase from the previous year as measured by Dreambox (K-6), MAP (4-6) and CAASPP (3-6). The actions in Goal 2 primarily focus on effective Tier 1 instruction in conjunction with differentiation, and opportunities for students to receive support in mathematics.

Goal 3: Student engagement will improve through activities and strategies to build relationships, promote positive behavior, and increase student engagement in an in-person learning environment. The actions in Goal 3 primarily focus on building positive relationships with students, addressing social and emotional needs, and creating an environment where students want to attend and engage in their own education.

Goal 4: Increase parent/family/caregiver engagement in how to support their child's learning. The actions in Goal 4 primarily focus on helping parents/caregivers support the learning of their child(ren) in an in-person learning environment, build community, and positive relationships with families.

Goal 5: All English learners will show growth toward meeting English language proficiency and grade level academic standards. The actions in Goal 5 primarily focus on providing English learners the support they need to be academically successful.

## **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 2020-21 SPSA was reviewed in Fall 2021 with the School Site Council (SCC). Goals were reviewed and progress discussed. SSC provided input about the goals and the 2021-22 plan was updated based on feedback from ELAC and SSC.

# 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

LCAP GOAL 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

## Goal 1

Goal 1: The percentage of K-6 students able to read at grade level will increase from the previous year as measured by DIBELS (K-2), and CAASPP (3-6).

## Identified Need

In the area of English Language Arts, students in all categories need support to improve academic progress to overcome learning gaps. Most especially, students with disabilities, English Learners, homeless, and foster students need additional support to improve academic progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students and subgroups meeting or exceeding standards - CAASPP ELA	Grade 3 - 32% Grade 4 - 25% Grade 5 - 22% Grade 6 - 20%  Students With Disabilities - 2% English Learners - 6% Hispanic - 26% Schoolwide - 17.5%  CAASPP 2021	Grade 3 - 42% Grade 4 - 35% Grade 5 - 32% Grade 6 - 30%  Students With Disabilities - 12% English Learners - 16% Hispanic - 36% Schoolwide - 27.5%  CAASPP 2022
Percentage of 1-3 students ready for core support - DIBELS	Grade 1 - 71% Grade 2 - 81% Grade 3 - 91% Winter 2021	Grade 1 - 81% Grade 2 - 86% Grade 3 - 96% Winter 2022

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

1.1 In all classrooms, students will receive small group instruction in vocabulary development, reading, and writing. All students will also engage 20 minutes daily with the online reading program, Lexia.

**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 2**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

1.2 Students who meet eligibility will receive intervention support during the day or after school. Intervention will be provided through the Title I teacher, intervention teacher, and paraprofessionals. Teachers who provide intervention after school will be funded with Title I.

**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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75,727.00

Title I Part A: Allocation

0

Title I Part A: Allocation

0

Title I Part A: Allocation

0

Title I Part A: Allocation

**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

1.3 Classroom teachers will participate in professional development opportunities to strengthen and enhance instructional practices in any educational environment.

**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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15,000.00

Title I Part A: Allocation

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

Students in Dual Language program

##### Strategy/Activity

1.4 Additional collaboration meetings for the dual language program once a month to support classroom instruction. Teachers will be compensated for their time after the regular school day.

##### **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)

3,000.00

Title I Part A: Allocation

#### **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

1.5 Purchase of books and resources (digital and/or physical) to increase selection in reading levels, genres, and bilingual reading materials. Purchase and provide students literacy based materials and activities to improve reading at their instructional 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)

12,000.00

Title I Part A: Allocation

#### **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

1.6 Purchase supplemental digital and physical supplies for Title I classroom and intervention 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)

4000.00

Title I Part A: Allocation

## 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.

Paraprofessionals and Title I teacher worked with small groups identified through DIBELS testing. Each small group addressed specific literacy needs for those students. The Title I teacher and paraprofessionals were very effective working with eligible students even at a distance, using online resources and relationship building with students and trying to get students to log in at their assigned time and engage. Small groups were challenging for teachers during distance learning as students were not in-person in the classroom. Students would log in and still be in bed or wander off in their homes. Small cohorts were a tremendous intervention yet very challenging work. Students were still learning at a distance from their teachers. All students in small cohorts were struggling with learning and had a variety of challenges (English learners, Homeless, Foster, students with disabilities, and those at risk) and were of varying grade levels. Dual language collaboration was effective for supporting distance learning in a digital environment. Often it was difficult to find additional time to collaborate at the end of the day. Professional learning opportunities were effective in providing teachers with digital resources and training to increase efficacy with struggling learners especially in distance and hybrid learning environments. However, teachers had limited time to explore and become confident with their digital resources. Teachers had to jump in and begin using these resources even as they were still learning how to use them themselves. Additional literary resources were purchased for the library including bilingual materials however some of these books were backordered or not readily available.

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

There were no major differences in implementation. We were hoping for greater efficacy in distance learning. Not being able to control the learning environment and/or distractions challenged engagement and learning outcomes.

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.

There are no changes to the goal other than to return to in-person learning and move away from distance learning.

# 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

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

## Goal 2

Goal 2: The percentage of K-6 students meeting grade level standards in mathematics will increase from the previous year as measured by Dreambox (K-6), MAP (4-6), and CAASPP (3-6).

## Identified Need

In the area of Mathematics, students in all categories need support to increase academic progress to overcome learning gaps.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 3-6 Grade students meeting or exceeding standards - CAASPP Mathematics	Grade 3 - 33% Grade 4 - 17% Grade 5 - 9% Grade 6 - 8% 2021	Grade 3 - 43% Grade 4 - 27% Grade 5 - 20% Grade 6 - 20% 2022
Percentage of Grade 4-6 Students Proficient/Above - MAP Math	Grade 4 - 19% Grade 5 - 12% Grade 6 - 14% Winter 2021	Grade 4 - 29% Grade 5 - 22% Grade 6 - 24% Winter 2022
Percentage of K-6 students on track to achieve grade level proficiency - Dreambox	33% Fall 2021	43% Spring 2020

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, with emphasis on students with disabilities, English learners, homeless, and foster students

### Strategy/Activity

2.1 Teachers will collaborate to modify instruction and adapt learning tools for improved student 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 2

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 Students who need additional support in Math will be invited to extended day tutoring. Teachers providing tutoring are funded with Title I. Purchase supplemental resources and materials.

### 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)

9,000.00

Title I Part A: Allocation

### 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

2.3 Provide online and physical resources and materials to support Math instruction and supplement Eureka, Dreambox, and Xtra Math.

### 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)

9,000.00

Title I Part A: Allocation

## 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.

Teachers shared tools and ideas with each other that were working for them with distance learning. Teachers adopted new technology and applications that colleagues suggested. Teachers adjusted their instruction to fit distance learning. Teachers could not always compensate for what was going on in the homes of their students. Keeping students online for long periods of time did not work well. Extended day tutoring was helpful for those who attended, once we were allowed to tutor in-person. Extended day tutoring was not effective through distance learning. Students did not want to spend more time academically on-line. Limited high engagement physical and digital supplemental resources found.

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

No major differences except to return to in-person learning.

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

No major changes

# 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

LCAP Goal 4: To prepare students to be college and career ready, LUSD students will receive equitable access to a broad course of study in a safe and healthy learning environment

## Goal 3

Goal 3: Student engagement will improve through activities and strategies to build relationships and promote positive behavior in an in-person learning environment.

## Identified Need

All students need positive academic and social engagement and strong relationships with peers and staff. Focusing on these areas in in-person learning will increase attendance, engagement, and support families/students in all learning modalities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the percentage of students who are suspended at least once during the academic year - CA Dashboard	7.1% 2018-19 Yellow	6% 2021-22
Percentage of K-6 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school - Aeries	19.4% 2020 - 2021	15% 2021-2022

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

3.1 Teachers will implement classroom meetings and/or restorative practices to help practice social skills, create positive communication, and build relationships with and among students in in-person learning. Supplemental materials and 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)

9,000.00

Source(s)

Title I Part A: Allocation

## 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

3.2 A student store will continue to be developed where Genuine Jaguar tickets/points may be redeemed for prizes, giving value to every ticket/point 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)

500.00

Source(s)

Unrestricted

## 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

3.3 Virtual and real world field trips for students by grade level may be provided with associated preceding and/or follow up activities in the classroom, extending learning and exploring subject 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)

7,000.00

Source(s)

Title I Part A: Allocation

## 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

3.4. Implement programs for increased attendance. Award students who have good attendance. Purchase reward program 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)

2,000.00

Source(s)

Unrestricted

**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

3.5 Counselors will provide support to students who need social/emotional support in in-person learning.

**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)

17,231.00

Source(s)

Title I Part A: Allocation

**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

3.6 Teachers will implement high engagement programs and materials (such as Mystery Science and Games) in their classrooms.

**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)

10659.00

Source(s)

Title I Part A: Allocation

# 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.

Teachers implemented virtual classroom meetings in the early part of their day. However, classroom meetings and restorative practices were challenging to execute in distance learning. Student store continued for students who were in small cohorts on campus during distance learning. The store was not available to off campus students. Several virtual field trips were provided for students and they were successful such as Virtual Science Camp and Virtual Mobile Dairy. Real world physical field trips we were unable to provide due to COVID. We also did not provide an effective incentive program for student attendance during distance learning. Teachers were able to provide certificate awards for students as they completed various online reading program levels such as in Lexia. Counselors did an outstanding job of supporting students socially and emotionally during distance learning, working long after the school day to meet virtually with students and caretakers. High engagement programs such as Mystery Science were very effective for teaching and engaging students during distance learning.

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 actual expenditures were vastly less than the budgeted allocations due mostly to COVID restrictions inhibiting students from participating in physical field trips. We did a few virtual field trips and the cost was a fraction of what normal costs. Virtual attendance incentives were hard to find. Virtual classroom meetings and social skill building were difficult tasks and supplemental materials were not readily available resulting in little actual expenditures. High engagement materials were implemented and many were provided by the district reducing actual costs for the site.

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.

One of the key changes to this goal is the implementation of a social/emotional learning curriculum that develops skills for students to successfully connect and thrive with others (3.5). In addition, introducing games, art, and gaming to teach social skills, increase student engagement, improve academic performance, and increase attendance (3.1, 3.4, 3.6).

# 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

LCAP Goal 3: LUSD will work collaboratively with families to enhance student achievement.

## Goal 4

Goal 4: Increase parent/family/caregiver engagement in learning how to support their child's learning.

## Identified Need

Student learning is most successful with intentional support from all stakeholders in a child's life. Providing creative ideas and information to parents and caregivers about how to effectively support their child's learning increases student propensity for success.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family events as measured by Raptor, sign in sheets, google docs, and/or tickets.	Baseline TBD	TBD
Parent Square Percentage of Families With Active Accounts	98% Parents contactable through Parent Square, 42% Downloaded Application 2021	100% Parents contactable, 60% Download Application 2022
Percentage of Families completing the Youth Truth Survey Response Rate	32% February 2021	60% February 2022

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

4.1 Host schoolwide drive-thru events such as a Drive Thru/Walk Thru Trick or Treat and virtual family engagement events. Provide materials and light grab-n-go refreshments.

### 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)

2,196.00

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

4.2 Host virtual family events such as awards assemblies/Habit of Mind, Kahoot game nights and Parent Nights. Provide awards and access to the event programming.

### 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)

500.00

Source(s)

Unrestricted

# 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.

PTSA hosted very successful drive-thru family events including family craft nights and Teacher Appreciation. Virtual Parent Night with psychologist, Dr Charline Severson and behavior specialist, Ellion Salazar was a tremendous success. 21 families attended virtually and stayed connected for almost two hours with discussion about managing behavior, stress, healthy gaming habits, distance learning, and resources.

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

No major differences.



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

No major changes. Continue to host more events to bring JRW families together and build community. Host more virtual parent nights. Host in-person band, orchestra, and choir performances after school hours and offer two performance times. Host family events at alternative places. Host award assemblies in school for attendance and Habits of Mind. Reinstate Friday Flag Salute in-person.

# 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

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

## Goal 5

Goal 5: All English learners will show growth toward meeting English language proficiency and grade level academic standards.

## Identified Need

English learners need continued support to advance academically amidst the challenges of language acquisition. By focusing on strategies that engage and support our English learners their proficiency increases linguistically pursuant to greater overall academic success.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards - CAASPP ELA	6% 2021	16% 2022
ELPAC	2020-2021 ELPAC Level 4: 1% Level 3: 37% Level 2: 45% Level 1: 17%	All English learners will advance one level on the ELPAC

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

5.1 Continue to embed integrated ELD practices into daily master schedules in 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)

## 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

5.2 English learners will receive Designated ELD daily.

### 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)

English learners

Strategy/Activity

5.3 Provide primary language support to English learners in the classroom as needed to support language and 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 4

### Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

5.4. To support English learners and their families, we will provide interpreters at all family events, and increase the number of bilingual resources 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)

## 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.

Students received integrated and designated ELD daily, however, it was through distance learning. EL's received primary language support in small groups at a distance. Student engagement was challenging for EL's in distance learning at every grade level. Some students did not have language support at home and it was difficult for many language challenged parents. Events were Drive-Thru, not requiring interpretation. We significantly increased bilingual resources, especially in classroom reading.

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

There was a significant reduction in the cost of interpretation due to events being Drive-Thru only.

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 most significant change is the return to in-person learning.

# 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	\$125,404
Total Carryover Funds	56,409
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	\$184,813.00

## 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	\$179,617.00
Title I Part A: Parent Involvement	\$2,196.00

Subtotal of additional federal funds included for this school: \$181,813.00

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 (\$)
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: \$3,000.00

Total of federal, state, and/or local funds for this school: \$184,813.00

# 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
- 2 Parent or Community Members

Name of Members	Role
Kyle Dei Rossi	Parent or Community Member
Lorilai Garcia	Parent or Community Member
Dania Chandler	Classroom Teacher
Tobie Head	Classroom Teacher
Phillip Edmond	Classroom Teacher
Yarenit Castro-Garcia	Other School Staff
Jennifer Heck	Principal

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 10-25-21.

Attested:



Principal, Jennifer Heck on 10/25/2021



SSC Chairperson, Kyle Dei Rossi on 10/25/2021