

# 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
Tully C. Knoles School	39685696041933	October 14, 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.

The Tully C. Knoles School Plan for Student Achievement is aligned with the district LCAP goals in the areas of English Language Arts, Mathematics, English Language Development, Equitable environment and Parent and Family engagement. The school plan was developed using a comprehensive needs assessment that included an analysis of data from the California School Dashboard, SBAC testing results, Youth Truth surveys, and other site level metrics. Academically, TCK is attempting to implement a Tiered approach to foundational reading and math skills. TCK will continue to utilize the Wellness Center as a place of safety and mental health, coalescing classroom behavioral and social/emotional goals with high-quality professional development. To support and promote common language and practices Positive Behavior Support Systems are being implemented.

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards on the 2022 CAASPP assessments in ELA will increase by 5%

Goal 2: The percentage of 3rd - 8th students meeting or exceeding standards on the 2022 CAASPP assessments in Math will increase by 5%

Goal 3: The number of English Learners reclassified will increase by 2%.

Goal 4: The percentage of students reporting positive responses in Engagement, Relationships and Culture on the Youth Truth Survey will increase by 9%.

Goal 5: Tully C. Knoles will increase family engagement as measured by increased positive responses in Engagement, Relationships, and Culture on the Youth Truth Survey by 5%.

## **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**

Through ELAC, SSC, PTSA, Title I Parent meetings, staff meetings, leadership, and coffee with the principal, data was shared related to multiple measures of assessment. Input was gathered from all of the stakeholder meetings and advisory group meetings as evident in the minutes, notes and survey results relating to the goals proposed for the implementation of the school plan.

# 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 grade 3-8 students meeting or exceeding standards on the 2022 CAASPP assessments in ELA will increase by 5%

## Identified Need

Although there is limited data due to COVID and the school closures, we need to increase the academic achievement of all of our students, but specifically students with disabilities. Grade level reading proficiency is imperative in order for students to first learn to read and then read to learn. If students in younger grades have a weak grasp of the first four elements of reading- phonics, phonemic awareness, fluency, and vocabulary, they will clearly struggle with the fifth element of comprehension. The CCSS require students to read increasingly complex texts while not only understanding the content but being able to articulate reasoned responses to prompts and questions based on the content. The CAASPP Summative Assessment is one indicator used to determine whether students are meeting or exceeding grade level standards and further developing comprehension skills. According to the 2021 CAASPP results, only 33% of 3rd-8th grade Tully C. Knoles students were meeting or exceeding grade level standards, which indicates a need to improve the number of all K-8 students meeting each year's grade specific standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - 2021		
CAASPP ELA Grade 3	40% meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 4	28% meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 5	30% meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 6	30% meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grade 7	34% meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 8	34% meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards

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 Professional development will be available for teachers and paraprofessional in the area of English Language Arts.

#### 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)

5,000

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

1.2 Purchase supplies for the Title I program

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,395

Source(s)

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 Reading intervention will be offered before and/or after school based on grade level data. Teachers will identify students and provide intervention in targeted ELA areas.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,508

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

1.4 Purchase supplemental literacy materials, books, activities and software licenses that will support students at all literacy levels.

**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)

20,000

Source(s)

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 Provide additional collaboration time for teachers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,500

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**

1.6 Additional support will be provided by paraprofessionals to assist in implementation of targeted instruction to address: literacy, reading skills, improve reading comprehension and writing skills and develop mathematical literacy and fluency

**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)

28,789.65

Title I Part A: Allocation

16,918.85

Title I Part A: Allocation

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

4th-6th Graders

**Strategy/Activity**

1.7 Students will receive addition support and intervention in a pull out intervention model from the intervention teacher.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

19,646.42

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.

The school year was a mix of distance learning and in-person instruction. Approximately 40% of students returned to in-person instruction when the opportunity was provided. Intervention was difficult to provide because of the social distancing guidelines.

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 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 significant changes to this goal.

# 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 3rd - 8th students meeting or exceeding standards on the 2022 CAASPP assessments in Math will increase by 5%

## Identified Need

According to 2021 CAASPP results, math continues to be an area of major concern with only 12% of our 3rd-8th graders meeting grade level state standards. Beyond mastering basic computational skills and number sense, our students must move to a deeper understanding of mathematical ideas and concepts with an ability to reason mathematically and solve problems.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH Grade 3	20% meeting or exceeding standards - school-wide 2021	There will be a 5% increase in students meeting or exceeding standards 2022
CAASPP MATH Grade 4	17% meeting or exceeding standards - school-wide 2021	There will be a 5% increase in students meeting or exceeding standards 2022
CAASPP MATH Grade 5	8% meeting or exceeding standards - school-wide 2021	There will be a 5% increase in students meeting or exceeding standards 2022
CAASPP Math Grade 6	15% meeting or exceeding - school-wide 2021	There will be a 5% increase in students meeting or exceeding standards 2022
CAASPP Math Grade 7	18% meeting or exceeding - school-wide 2021	There will be a 5% increase in students meeting or exceeding standards 2022
CAASPP Math Grade 8	13% meeting or exceeding - school-wide 2021	There will be a 5% increase in students meeting or exceeding standards 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

2.1 Teachers will participate in professional learning, which may include peer observations of colleagues at other schools in LUSD to improve instructional practice, as well as time for collaboration and data analysis. Teachers will be compensated for professional learning outside the 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)

3,524

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

2.2 Students may be offered extended day intervention in the area of mathematics outside the 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)

4,000.00

Source(s)

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 Purchase supplemental STEM materials, math materials and supplies and digital programs for students to support in both math and science.

#### 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)

10,000.00

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

2.4 Technology will be used as an instructional tool. Supplemental software to be purchased throughout the year based on needs assessment.

#### **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)

5,043

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.

Collaboration was successful while we were on campus. This did not work during distance learning. There was not enough end of the year data to properly evaluate the effectiveness of this portion of the plan. Paraprofessional support for intervention was successful while on campus but was not effective during distance learning. PD and coaching was limited due to the substitute shortage and school closure due to COVID 19. Before and after school intervention was unable to be implemented. The end of year growth was not valid to use.

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 difference

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 is a lack of sufficient data to evaluate the effectiveness of the PD offered and the effect on student learning. There will be an increased need for intervention when students return to campus. Many students did not fully participate in distance learning and the achievement gap will expand due to the lack of student growth during distance learning. The sense is these programs and materials should continue to be infused into the site. We do not have accurate end of the year data; goal will continue with the baseline data being 2021-22 data.

# 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 2: Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Student with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 3

Goal 3: The number of English Learners reclassified will increase by 2%.

## Identified Need

We need to better meet the needs of all of our English learners, including English learners with disabilities. EL students need the opportunity to attain English language proficiency while gaining content knowledge. English learners are not making progress at a sufficient rate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA English learners	10% met or exceeded standards on the 2021 CAASPP ELA	There will be a 15% increase in students meeting or exceeding standards
CAASPP Math English learners	3% met or exceeded standards on the 2021 CAASPP Math	There will be a 5% increase in students meeting or exceeding standards
ELPAC	18% scored a 4 on the 2021 ELPAC	25% scoring 4 on the 2022 ELPAC
Reclassification Data	4% of EL students were reclassified in 2021	The percentage of EL students reclassified in 2021-22 will meet or exceed 6%

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)

English learners

### Strategy/Activity

3.1 Students will have access to supplemental materials to expand their academic vocabulary.

### 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)

2,500

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)

English learners

Strategy/Activity

3.2 Increase the library collection with bilingual books.

#### **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)

2,500

Source(s)

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)

English Learners

Strategy/Activity

3.3 Before and after school support for English Learners to have additional access and exposure to the English language.

#### **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)

2,712

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)

English Learners

Strategy/Activity

3.4 Teacher will be offered opportunities to participate in ELD coaching that would be provided by the San Joaquin County Office of Education and other outside providers. Trainings would focus on lesson development and delivery to ELL students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,785

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.

English language development provided for our EL students was inconsistent due to distance learning, difficulty in connecting with students, and poor attendance.

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 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.

The goal will continue as written. The goal will continue with the baseline data being 2021 CAASPP data.

# 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 will receive equitable access to a broad courses of study in a safe and healthy learning environment.

## Goal 4

Goal 4: The percentage of students reporting positive responses in Engagement, Relationships and Culture on the Youth Truth Survey will increase by 9%.

## Identified Need

Tully C. Knoles staff needs to work together to decrease the number of suspensions and expulsions for all students, with an emphasis on students with disabilities, and African American students. We will also work together to increase the attendance percentage and decrease chronic absenteeism for all students..

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Equity Report	2019 Data Dashboard Suspension Rate School-Wide 7% African American 11.9% Students with Disabilities 11%	A decrease in the suspension rate 2021-22
California School Dashboard Equity Report	2019 Data Dashboard Chronic Absenteeism School-Wide 16.8% African American 21.9% Students with Disabilities 20.2% White 19.7% Asian 17.9% SES 17.5%	A decrease in the Chronic Absenteeism rate 2021-22
Youth Truth Survey - Percentage of Positive Responses	Engagement 5th/6th Grades - 26th percentile Relationships 5th/6th Grade - 70th percentile Culture 5th/6th Grade - 71st percentile	Engagement 5th/6th Grades - 31st percentile Relationships 5th/6th Grade - 75th percentile Culture 5th/6th Grade - 75th percentile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	February 2021	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 Student planners and folders will be purchased to support students in understanding expectations and organization for success in 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)

5,313

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

4.2 The site will provide supports through engagement, tutoring, materials and intervention classes for struggling students with the expectation that students will be more successful and less likely to commit suspendible offenses.

#### 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)

2,500

Source(s)

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



4.3 Staff will receive virtual or online professional development on cultural sensitivity and equity practices for all students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2,500

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)

Chronically Absent Students

Strategy/Activity

4.4 Materials, supplies and incentives to decrease the chronic absenteeism rate.

**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)

2,500

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

4.5 Provide students with music tutorial services outside 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)

1,300

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

4.6 Implementation of PBIS a Multi-Tiered Systems of Support. Provide teachers with trainings, materials, supplies, and strategies with targeted interventions.

**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)

5,369

Source(s)

Title I Part A: Allocation

**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

4.7 School facilities which includes classrooms, MUR, outside areas, hallways will be provided with signage, materials, supplies that promote positive culture, racial and social awareness, equity and school pride.

**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)

6,000

Source(s)

Title I Part A: Allocation

**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

4.8 Teachers will participate in book studies to support in the implementation of restorative practices, equity, and cultural awareness.

**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)

1,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 9**

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

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

All Students

Strategy/Activity

Students and families will have access to the Wellness Center to receive counseling and mental health resources and support. Students will participate in yoga and other brain break activities by the school counselor.

### 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)

23,820.73

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.

Limited access to students, poor attendance, social distancing, and no family access to the school diminished opportunities to create an engaging school environment. Suspensions dropped drastically as a result of school closures and social distancing.

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 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.

The previous goal was too vague and needed to be more specific and address a specific area of need. The goal is changed to use the Youth Truth Survey results of students perception of the school's ability to engage with students, create a positive environment, and build relationships. Of the three areas, engagement was significantly low. TCK will focus on teachers and staff being more intentional with building positive relationships with both students and their families.

# 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 5

Goal 5: Tully C. Knoles will increase family engagement as measured by increased positive responses in Engagement, Relationships, and Culture on the Youth Truth Survey by 5%.

## Identified Need

Due to families not being allowed on school grounds has created a divide and damaged relationships with families. Being intentional about engagement, relationships, and culture is vital to student success and as well as family and community engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	Families of grades 7th/8th - Engagement 48th percentile Families of grades 7th/8th - Relationships 72nd percentile Families of grades 7th/8th - Culture 64th percentile February 2021	Families of grades 7th/8th - Engagement 53rd percentile Families of grades 7th/8th - Relationships 77th percentile Families of grades 7th/8th - Culture 69th percentile 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

5.1 TCK will provide staff and resources to support family and community engagement. Coffee with the Principal, family events such as: cultural nights, literacy night, math and science fair/nights, parent workshops. Events will be held virtually until in-person gathering are allowed. Purchase materials, supplies.

### 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)

2,102

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

5.2 Online newsletter template subscription

### 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)

125.00

Source(s)

Title I Part A: Parent Involvement

## 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.

Family events were not schedule due to restrictions of having non students and personnel on the campus. Back to School Night, Open House and ELAC, and School Site Council meetings were attended because of the ease of virtual access. Families were kept involved because of the interactive newsletters being sent out via Parent Square and other teacher modes of communication.

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 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.

The goal is more specific and can be validated with data. The last goal was generic and not specific to any stakeholders or metrics. Of the three metrics, engagement was the lowest. Engagement will become a focus through better communication and being intentional with building relationships.

# 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	\$127,154
Total Carryover Funds	57,197
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	\$184,351.65

## 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	\$182,124.65
Title I Part A: Parent Involvement	\$2,227.00

Subtotal of additional federal funds included for this school: \$184,351.65

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$184,351.65

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Doyal Martin	Principal
Eric Stephens	Classroom Teacher
Lawrence Dextraze	Classroom Teacher
Kara Cushman	Classroom Teacher
Leticia Samson	Other School Staff
Tony Gladney	Parent or Community Member
Nica Palacia	Parent or Community Member
Lisa Lopes	Parent or Community Member
Deanna Hughes	
Cheryl Hartz	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 October 14, 2021.

Attested:



Principal, Doyal Martin on 10-14-2021



SSC Chairperson, Lisa Lopes on 10-14-2021