



# 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
Lincoln Crossing Elementary School	31-66951-0113068	before 10/27/2020	November 3, 2020

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	4
Stakeholder Involvement .....	10
Student Population.....	12
Overall Performance .....	14
Academic Performance .....	15
Conditions & Climate.....	21
Goals, Strategies, & Proposed Expenditures.....	23
Goal 1.....	23
Goal 2.....	30
Goal 3.....	35
Goal 4.....	38
Goal 5.....	44
Goal 6.....	48
Budgeted Funds and Expenditures in this Plan .....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source .....	52
Expenditures by Budget Reference .....	52
Expenditures by Budget Reference and Funding Source .....	52
Expenditures by Goal.....	53
School Site Council Membership .....	54
Recommendations and Assurances .....	55

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Informal surveys are presented to our staff team about once a quarter to collect input on upcoming events and activities. This data is used to inform site decisions. Our PTC occasionally puts out surveys for families to inquire about how funds should be spent, and that data is used to inform their spending. Each spring, we publish a community input survey that offers options for input on safety, discipline, facilities, communication, classroom engagement, the work of our administrative team, common core and academics, parent education interest, and PTC. We also administer the CA Healthy Kids survey to our 5th grade students every other spring which examines everything from their illegal substance use to their feelings of inclusivity. Overwhelmingly, the feedback and input continues to be positive. Some take aways included opportunities for increased communication regarding student learning targets and progress, finding ways to balance student disruptions with the learning of others in the classroom, and a desire from parents to receive support in their student's social/emotional well being. From the CA Healthy Kids survey, major takeaways include a sense that students don't feel empowered to be decision makers in their education, a desire to feel like school rules are fair and fairly applied, and there is a concerning number of students who report feeling sad consistently.

## Classroom Observations

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

Teachers are observed weekly, and every effort is made to observe them engaging their students in the adopted curriculum. Observations happen in both online and in person learning settings. In general, we are looking to confirm that students are observed working on task and within a positive classroom environment with appropriate academic and behavioral supports. We are making an effort to observe math instruction regularly, and to collect data about the type of math instruction being offered. We are also monitoring ELD lessons, and the implementation of our AVID goals in the classroom. In order to achieve these observations, the principal has committed to observing 10 classrooms a week. We are also aiming to organically grow a peer visit program to support teacher learning. We continue to bring student teachers onto campus and encourage them to widely observe teachers on campus. We communicate via our mission, weekly newsletter, staff meetings, and informal and formal conversations about the trends and needs we are seeing in classrooms, grade levels and site wide. We also celebrate our successes to our team in an effort grow greatness. We are providing feedback to teachers within 1 day in about 80% of our visits. We are using the skills honed with a coach (in 2019-20) to guide our walk throughs to calibrate our feedback and to ensure we are looking at the right things, particularly as it relates to math instruction.

This year, while we are still focused on math instruction, given the constraints of COVID-19, our school started the year in 100% distance learning and now we are transitioning to an in person/at home learning model. This shift in learning models is forcing our team to learn about the differences in instruction in an online versus in-person environment. Providing support and discussion around how to best approach online or hybrid instruction models that best covers the content, meets the needs of students, allows teachers to collect and respond to student progress in a timely fashion, and allows them to collect data that is meaningful and student driven are a priority. All the while, we

are working to find ways to build community and encourage participation and meaningful engagement with adults and peers at school.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

At the start of each year, teachers review student performance on state and local assessments in an effort to evaluate their instructional program for the prior year and establish priorities for the current year. Because we were unable to take these assessments last spring, our team focused more on data shared by teachers at the end of 2019-20, incoming assessment data (iReady, AR/STAR, ESGI, BPST, etc...).

In reviewing this data, staff consistently recognized the need to support students who have lost traction in their learning since March. In addition, there is a need to establish positive skills with digital citizenship, organization from afar, and providing support to families who were supporting learning at home for the first 6 weeks of school. Although we have about 75% of our community back on campus, the time with students is short, and must be maximized, while also providing support to 25% of our students who continue to learn at home.

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

Staff meet regularly to evaluate specific formative assessments, develop short-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals. This year, there are new professional learning teams established that were created through summer professional development opportunities - many of those teams are working collaboratively to review assessment data and design digital lessons that help to address gaps, needs and successes. In addition, one of our site goals is to use data to evaluate our progress as a site, and we are using this goal to further evaluate our assessment data and to establish next steps during staff meetings. Each week, there is data related to iReady presented for consideration in our staff newsletter. In past years, I have not used the CA Healthy Kids survey to drive our goals or program, but this year, we are examining that data more closely - particularly as it relates to students feelings of sadness and disconnectedness. We are continuing to collect data on these topics and then to create programs and spaces that support students online and in person.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in topical, district, county and district professional development activities.

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

All teachers are appropriately credentialed, have access to each component of the core curriculum, and deliver the curriculum so as to address the content standards.

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

All staff development is developed to support the district's annual goals, the school site's annual goals, and the assessed needs of students. Given the COVID pandemic, there is a strong need to consider the social emotional development of students and staff, a need to consider how to effectively incorporate technology into the classroom, as well as provide opportunities for dialogue, support and brainstorming within our staff meeting. Our professional development this summer prioritized online teaching skills; our training this fall was primarily related to preparation for instruction and bringing students back to school. Late fall, winter and spring, we anticipate a shift in staff professional development that focuses on mindfulness and cross team discussion/collaboration/support. We have also offered AVID training to all staff through our regional AVID office - this training focuses on social emotional health, growth mindset development as well as best practices teaching strategies.

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

A district math coach, an ELA coach, a science coach, and an English Learner Services coach are available to work with teachers. Peer coaching and the district staff development plan supports the district and site curriculum goals. We invite our district coaches to come to staff meetings and PLC meetings, and they are reporting an increase in engagement and request for support from our team. The admin team is committed to covering classes so that teachers can visit, observe and learn from each other.

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

Grade level collaboration is a hallmark of our district, and we've worked hard to provide team and cross curricular collaboration in the past year. This year, collaboration is essential, but is being done more organically and not at specific times. One of the priorities in our staff meeting will include using virtual meeting tools to support collaboration among teams and between teams. I am aware of the strengths and ideas of our teachers, but I want to be sure they have time/space to connect with each other in meaningful ways given that we are unable to sit in a room together this year.

## Teaching and Learning

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

All subject areas, report cards, and testing are aligned with California Common Core State standards. Instruction and lessons are inspired by the guidelines provided by the framework and standards and staff are all using district-adopted materials. Teachers use supplemental materials where needed for specific grade/subject areas. In 2019-20, 2 of our grade levels carefully examined the math standards and framework with support from a district coach. It is my hope that we can pick up this conversation this year or in 2021-22 when we can gather in person more readily.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. This year, students in grade TK and K are engaged in 180 instructional minutes; students in grades 1-3 are engaged for 230 minutes and students in grades 4-5 are engaged for 240 minutes. The focus of the school day is on ELA and Math instruction (180-190 minutes) and students spend time at home working finishing at school assignments and exploring unique interests in science, music and PE. In addition, time is set aside to address character development and we are finding ways to create virtual enrichment opportunities. Our team is working to blend history and other content areas into their ELA instruction by embedding reading, writing, speaking and listening skills into the history and science content areas.

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

The district, with help of grade level teacher representatives, continues to refine pacing guides which teachers use to guide their instructional scope and sequence. This is particularly important this year when our time with students is limited. Our traditional universal access time has been set aside this year, but our RSP program has launched a push in program that will allow us to better meet the needs of all students.



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

- ~Texts available through WPUUSD for all TK-5 student population; all materials have been digitized for use by at home learners
- ~Supplemental materials have been and can be supplied by the School Site Council and/or PTC.
- ~Benchmark: The district has provided these materials for use in grades TK-3. Grades 4 and 5 are using a district-generated unit map program that incorporates GLAD strategies, Ready writing and reading, news magazines, and novel studies. In grade 4, these units tie tightly with the history standards.
- ~Pearson enVision Math is our adopted math textbook that is aligned with the CA Common Core State Standards
- ~The district is providing math supplemental materials that align to the iReady program to allow for more teacher choice
- ~ELL students are receiving both integrated and designated English language instruction
- ~All grades (TK-5) are using a social studies magazine (Scholastic, Studies Weekly, etc...) to reinforce current events and history with ELA standards embedded
- ~Grades 1-5 receive weekly virtual instruction from a credentialed music teacher and have access to proper music materials
- ~Grades 1-5 receive weekly virtual instruction from a credentialed science teacher and have access to proper science materials
- ~WPUUSD Board of Trustees has an annual resolution confirming instructional materials available to students

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

In the area of English Language Arts and Math, a standards-aligned online intervention program (iReady Reading) will be utilized by every student in grades K-5 to identify gaps and opportunities for extension, and to provide intervention to that end. Our curriculum and iReady offer intervention materials for struggling students and ELLs. Although we are unable to offer protected small group intervention for ELA and math daily, our teachers recognize the need for that time, and are finding creative ways to host small group instruction for both online and in person learners. Our teachers and SPED team work collaboratively to ensure that students receiving RSP and SLP support are also receiving support with their classroom relevant tasks. Our SPED team has copies of our adopted ELA and Math materials at their disposal.

## Opportunity and Equal Educational Access

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

- ~Implementation of AVID program in grade 5 (2018-19) and grades 4 & 5 (2019-20) and parts of grade 3, all of grades 4 and 5 (2020-21) and introduction of AVID strategies for all teachers through staff meetings, modeling and online regional training offered to all staff
- ~One to one remedial time with team teacher and district paid aide in kindergarten and transitional kindergarten
- ~Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
- ~Teachers teach all content standards in each grade level
- ~Student teachers provide support to online and in person learners
- ~Decodable leveled books used to assist students
- ~Universal Access Times and/or push in RSP support for targeted intervention and enrichment
- ~Supplemental materials and strategies shared among staff to assist lower performing students
- ~Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school. SSTs are monitored and followed up on by our SST coordinator.
- ~Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP). 504 plans are developed as needed.
- ~Preteach and reteach opportunities
- ~School-based resource program facilitated by our Tier 2 intervention team
- ~Rolling out use of EduClimber program via Illuminated to support data collection and analysis
- ~We are examining the feasibility of rehiring an Intervention Support Professional (ISP) to support small group instruction during the school day

### Evidence-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Read Naturally, Touch Math, core curriculum intervention and enrichment activities. Teachers are also carefully crafting learning outcomes for each lesson and working to increase their focus on the key outcome/question when constructing lessons and evaluating student progress. Our PLCs meet regularly in order to analyze assessment and anecdotal data in order to set goals and improve outcomes for all students.



## Parental Engagement

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

- ~STAR After School Program from for student academic, recreational, and enrichment activities
- ~Universal Access and Fun Friday/Enrichment blocks designed purposefully to support productive student play, academic enrichment, and VAPA based enrichment; many of these are virtual in nature
- ~Opportunities for students to participate in choice activities like student leadership, musical theater and choir; we are revamping these experiences to provide digital versions for students
- ~RSP push in support weekly into classrooms to support students with IEP goals as well as students who may require additional support
- ~Wellness Together services for family, parent, student counseling and guidance services
- ~Development of a "Colt Neighborhood" that provides virtual and physical space for developing a personal toolkit to manage social/emotional growth
- ~SST meetings to assess and assist student needs with faculty/parent input
- ~Parent/teacher conferences - all teachers meet with all families at least once a year; typically at the end of the first trimester
- ~PCOE courses available
- ~WPUSD in-services available
- ~Special Education RSP & Speech
- ~Online announcements with focus on social emotional growth, community building and educational and character trait development
- ~Online PE program through Sami's Circuit that provides both physical education activity, but also messages that support social emotional growth and positive character building messages
- ~Health Clerk time available to assist students' physical needs
- ~Teacher notes/communication systems set re: student progress/concerns with parent response expected; some staff use digital communication tools
- ~Instructional assistants for academics in Resource Program
- ~Approximately 150+ minutes of prep time daily for each teacher for planning time to assist students in various ways, communicate/report to parents, meeting with online learners, planning specifics re: academic needs and collaborative conversations
- ~Our site can not host community or sports organizations, but we continue to partner with organizations in order to promote these activities/opportunities to our families
- ~Our library is closed for the year to groups, but our librarian continues to make books available to our students, host book fairs, and create opportunities for our students to engage in library activities
- ~Individualized online interventions for ELA and Math to fill learning gaps
- ~Access to district (bilingual) Parent/School/Community liaisons to communicate with Spanish speaking families; our weekly parent newsletter is able to be translated into dozens of languages
- ~Monthly parent series focused on a topic of parent interest each month (based on parent survey); child care is provided
- ~Love & Logic class offered on our campus; child care is provided

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

N/A

## Funding

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

- ~Accelerated Reader program to assess reading comprehension and to motivate students to read (used in some classes)
- ~iReady Diagnostic and Intervention programs for enrichment and to support catching up for underperforming students - both ELA and Math
- ~Supplemental materials, as requested and funds available, for staff to assist student needs
- ~Special education funds assist with RSP, Speech, Psychologist personnel
- ~Assistance with paper supplies and copier costs to assist staff/students with extra materials needed
- ~Support from PTC to provide funds for our teachers as well as virtual art docent program, field trips, student leadership and VAPA productions
- ~Our district was able to make a commitment to go 1:1 on digital devices from grades K-12
- ~Funds set aside for staff Professional Development and Collaboration
- ~We are examining the feasibility of rehiring an Intervention Support Professional (ISP) to support small group instruction during the school day

## Fiscal support (EPC)

The site receives \$47 per student in discretionary funds, and each teacher receives \$500 in lottery funds. Supplemental dollars total \$34,929 and unrestricted site dollars total \$31,819. PTC provides teacher/classroom grants and grade level grants totaling \$14,000. In addition, the PTC provides additional funding to the school to support enrichment and intervention programs as well as technology purchases.

## **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 meet with our site (family) leadership team several times a year, our PTC monthly, and our site staff leadership team 1-2 times monthly. In addition, we share out information about our goals and progress with families at Back to School Night and Open House as well as via our weekly Colt Connection newsletter. We also collect data from our larger parent community annually. We work to be transparent with all of these stakeholders regarding our progress towards our goals, and are opening to receiving feedback and input to that effect.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	35	27	19	5.3%	4.2%	2.71%
Fluent English Proficient (FEP)	26	19	1	3.9%	2.9%	1.9%
Reclassified Fluent English Proficient (RFEP)	20	14	10	3.0%	2.2%	1.5%

### Conclusions based on this data:

1. Our EL enrollment adjusts widely from year to year, perhaps in part to the changed assessments that are being used to identify/classify ELLs.
2. We have small pockets of ELLs in each grade; we work each spring to identify students based on their ELL level and to cluster them in classes with students working at similar skill levels. This supports our teachers efforts to provide appropriate designated and integrated ELD instruction to their students. In 2020-21, we will be relying heavily on iReady data to monitor progress for these students in both math and ELA since we are missing data from 2019-20 SBAC scores.
3. Instructional tools/strategies like GLAD and AVID are transforming the way we approach instruction with all students, but the real benefits are for our students who are working on language acquisition. We are focusing on how to use visuals, song, dance, speaking, engagement, collaboration, and other tools to fully immerse our ELs in their learning environment (integrated ELA/ELD) and then pre/re teaching as needed to support the designated ELA/ELD needs.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
674	15.9	3.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	3.7
Homeless	23	3.4
Socioeconomically Disadvantaged	107	15.9
Students with Disabilities	57	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.9
American Indian	6	0.9
Asian	29	4.3
Filipino	36	5.3
Hispanic	120	17.8
Two or More Races	28	4.2
Pacific Islander	7	1.0
White	427	63.4

### Conclusions based on this data:

1. We have a relatively small population of ELL, and so we intentionally group them by ELPAC score in order to ensure teachers have students with similar needs and are able to provide Designated ELD instruction daily to their ELL population. In 2020-21, although our overall student population was almost cut in half (from 700 to about 400), our ELL population remained stable at 23 students.
2. We also ensure that our teachers were aware of who the students were in our low SES population so they could be watchful and mindful of special needs both low SES and ELLs may have. For example, our teams talked about the need to ensure computer access at school if it was not available at home and we discussed how we can ensure students were attending field trips to support their world view regardless of an ability to pay. In 2020-21, these conversations have broadened to include access to technology, comfort using technology as important components to equity in learning.

We have been monitoring families engagement in online learning and providing resources for internet support, devices, hotspots, etc... for all families, but particularly for our low SES families or families who are living with a relative.





We are using a combination of written communication, access-as-needed content online, and videos/screencasts to support families. In addition, we have several staff on hand throughout the day who are learning how to troubleshoot low level issues with technology that arise. We continue to work to ensure our low SES population is aware of free meal services (particularly during COVID times) through grants our food service team has secured.

3. One of our site objectives is to continue our work on ensuring inclusivity and equity in our language, student opportunities, and student discipline.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. Our site works diligently to encourage positive attendance at school and we follow the expectations for communication regarding tardies and unexcused absences and their impact on learning. We honor students for excellent attendance and emphasize the partnership that is required between the home and school to support positive attendance. This year, we are actively monitoring for engagement as well as attendance.
2. We are thoughtful about our suspension rates and are actively using our PBIS Tier I team to clarify and support positive behaviors and our Tier II team is focused on identifying students in our top tier of behavior referrals and setting up systems of support to help them get the tools, resources and relationships they need in order to be successful. We are actively using our SST, 504 and IEP process to support dialogue and planning for at risk academic and behavioral concerns. We offer mental health and supports like proactive psych intervention in classrooms, in small groups and 1:1, we offer Wellness Together program focused on mental health, and we offer formal check in/out procedures where we are targeting specific goal areas through positive adult relationships.
3. We are providing additional parent supports by offering Love and Logic to our families in the fall, and by offering a monthly parent education seminar aimed at building community and capacity in our parent community. The session topics were selected based on feedback from our end of year family survey. This year we are also offering a variety of resources for students and families aimed at social/emotional growth, well being, and developing a student toolkit of resources to help them navigate difficult situations at school, at home and in play.



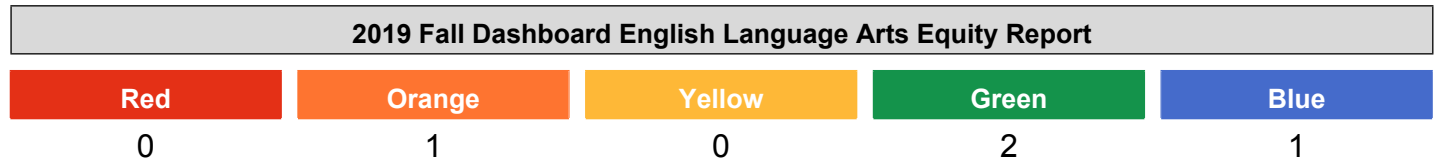
# School and Student Performance Data

## Academic Performance English Language Arts







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		
<b>All Students</b>  Green 30.3 points above standard Increased ++9.3 points 318	<b>English Learners</b>  No Performance Color 11.2 points above standard Increased ++4.9 points 25	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 9.9 points above standard Increased Significantly ++26.8 points 13	<b>Socioeconomically Disadvantaged</b>  Orange 7.1 points below standard Declined -5.8 points 63	<b>Students with Disabilities</b>  Green 0.5 points below standard Increased Significantly ++20.6 points 45

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 31.9 points above standard Declined -5.4 points 17	<b>Filipino</b>  No Performance Color 39.8 points above standard Increased Significantly ++30.4 points 22
<b>Hispanic</b>  Blue 28.3 points above standard Increased Significantly ++10.2 points 55	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Green 28.7 points above standard Increased ++5.3 points 202

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

<b>Current English Learner</b> 23.6 points below standard Increased Significantly ++16.2 points 15	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10	<b>English Only</b> 31.9 points above standard Increased ++10.1 points 291
--	--	---

#### Conclusions based on this data:

1. We were excited to see how our ELLs, low SES and students with disabilities demonstrated improvement on their ELA assessment. There is work to be done around providing supports in the RSP space to match the rigor and pacing of the classroom while providing remediation and support towards documented goals. We are optimistic that our push in model in 2020-21 may lead to larger gains in this sub population.
2. There was an effort to ensure that our Universal Access time counts. We are working diligently to ensure that students get access to our ISP reading support in 6 week intervention bursts focused on specific skill gaps. Our efforts to combine our ELL sub groups seems to have helped them get access to designated ELD instruction. We are intervening digitally through the iReady program. Most importantly, we are referring students into our SST process early and when we are not seeing growth over several meetings, we are moving toward action with special education assessment and/or 504 plan accommodations to ensure access and support and to better understand student learning needs. This year, we are reexamining the feasibility of rehiring an ISP to support reading intervention, and we are using a push in model for RSP that will allow us to better meet the needs of our struggling students, and to identify them sooner.
3. It's not clear to me why our Asian students saw a decrease in their assessment data, but that is an area for future investigation in our PLCs.

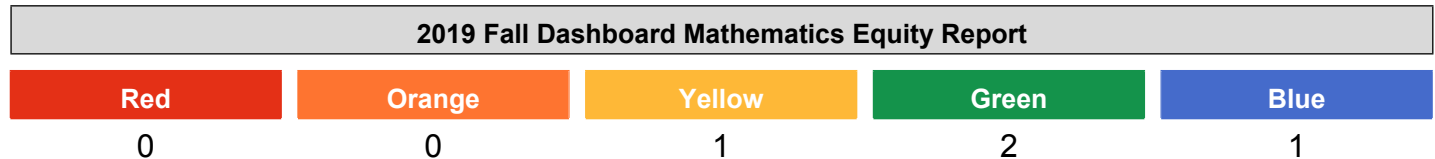
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 19 points above standard Increased Significantly ++15 points 317	 No Performance Color 14.3 points above standard Increased ++13.4 points 25	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 8.5 points below standard Increased ++12.1 points 13	 Yellow 14.8 points below standard Maintained -2.6 points 62	 Green 2.8 points below standard Increased Significantly ++31.4 points 45

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 29.5 points above standard Increased ++7.5 points 17	<b>Filipino</b>  No Performance Color 46.8 points above standard Increased Significantly ++42.8 points 22
<b>Hispanic</b>  Blue 10.1 points above standard Increased Significantly ++22.8 points 55	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Green 16.3 points above standard Increased ++10.5 points 201

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

<b>Current English Learner</b> 6.4 points below standard Increased Significantly ++19.9 points 15	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10	<b>English Only</b> 19.3 points above standard Increased Significantly ++15.5 points 290
---	--	--

### Conclusions based on this data:

1. We hosted both an iReady info night and a math night this year. The math night was geared towards developing an understanding of the math standards and offering games that encourage family participation in math education. As we look forward, there is a need to continue these engagement nights and offering specific invitations to our ELL. We also have been working on increasing our capacity for broad learning in math by using AVID strategies and incorporating more speaking, listening and writing skills in mathematics instruction.
2. There was an effort to ensure that our Universal Access time counts. We are working diligently to ensure that students get access to our math tutoring programs offered in grades 1-5. Our efforts to combine our ELL sub groups seems to have helped them get access to designated ELD instruction as it relates to math. We are intervening digitally through the iReady program. Most importantly, we are referring students into our SST process early and when we are not seeing growth over several meetings, we are moving toward action with special education assessment and/or 504 plan accommodations to ensure access and support and to better understand student learning needs.
3. This year, in our walk throughs, we are looking for designated ELD instruction and thoughtful intervention practices for all students. We'll continue to monitor teacher instruction, provide feedback that drives discussion and dialogue between teachers and among our staff, and we'll use our data to drive our staff PD in monthly staff meetings. Two of our grade levels worked with a maths coach in 2019-20, and we continue to revisit her thinking; hopefully we'll be able to get our other teams working alongside her in 2020-21.

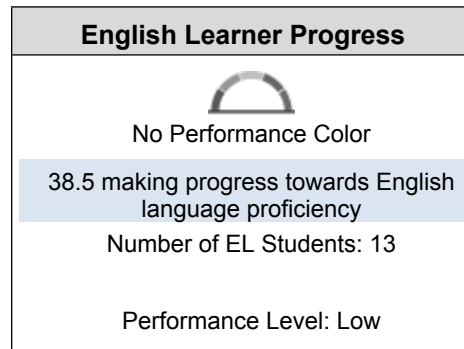


# School and Student Performance Data

## Academic Performance English Learner Progress

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
38.4	23.0		38.4

### Conclusions based on this data:

1. We are aware of the students who are coming in at level 1 and 2 and we are actively providing training for our staff with an intentional focus on the ELD standards. We encourage our ELL TOSA to visit our site and provide staff PD around supporting our language learners.
2. This year, in our walk throughs, we are looking for designated ELD instruction and thoughtful intervention practices for all students. We'll continue to monitor teacher instruction, provide feedback that drives discussion and dialogue between teachers and among our staff, and we'll use our data to drive our staff PD in monthly staff meetings. We are using/developing our skills through GLAD and AVID to support students with their EL development.
3. Our goal is to see our students increase in proficiency year to year, and we will begin analyzing that data student to student to ensure we are meeting our target. We will continue to monitor EL growth this year once we have new/recent longitudinal data to examine. Although we do not have SBAC data to examine, and our ELPAC data is spotty due to the spring closures, we will use fall ELPAC data and we will closely monitor iReady data to assess growth in our ELL students.



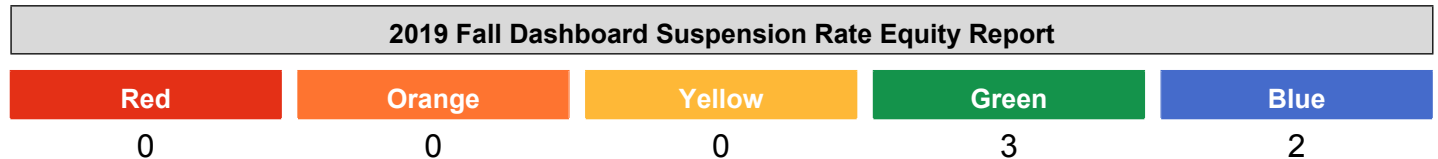
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



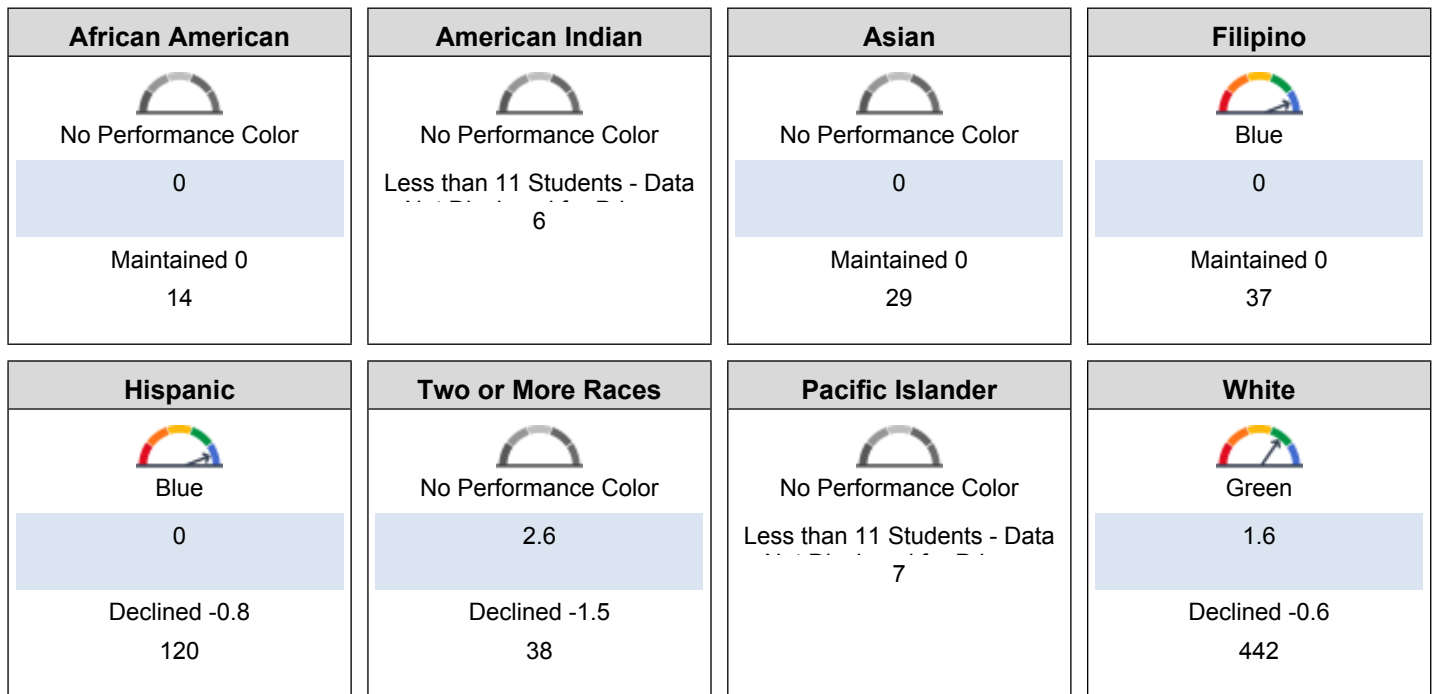
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.2 Declined -0.5 693	<b>English Learners</b>  No Performance Color 0 Maintained 0 26	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1
<b>Homeless</b>  No Performance Color 8 Declined -12 25	<b>Socioeconomically Disadvantaged</b>  Green 2.6 Declined -2.3 114	<b>Students with Disabilities</b>  Green 1.3 Declined -2.3 80

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	1.2

#### Conclusions based on this data:

1. It is important to note that 'homeless' most often means families are in an extended family shared residence situation on our campus.
2. We are making it a priority to meet with families after a suspension in order to clarify policies and update supports to reduce further suspensions.
3. We are working with our Tier II PBIS team to create supports and structures (both mental health/wellness and structural interventions/supports) for students who are struggling with chronic or egregious behaviors that lead to suspension. These include things like buddy classes, reflection corners, alternative spaces, and tools to manage events that tend to serve as triggers, and referrals to mental health and wellness services like Wellness Together. We are also working on parent education through our Happy Families workshops. We are also working to provide weekly engagement with all students through our announcements that provides social emotional toolkit development that we hope supports positive behavior changes that therefore limits suspensions. This year, we are creating a virtual and physical wellness space called the "Colt Neighborhood" where we aim to help students work on their mindfulness, and to have a place to go to recharge or build their toolkit in order to better manage behavior that can trigger poor choices. This space will be supervised by our SPED team and other staff who have an interest and training to provide support of this nature.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal Area 1: Student Achievement

## LEA/LCAP Goal

1 & 3

## Goal 1

All students will reach high standards in Literacy (ELA), Mathematics and Science.

## Identified Need

In 2018-19, 32% (ELA) and 37% (math) of our students are scoring "standard not met" or "standard nearly met" on their SBAC assessment. In 2019-20, we were unable to give this assessment, however our iReady assessment in April 2020, 61% of students were at or above grade level in Math, and 2% were at intense risk (2+ grade levels behind). Similarly, when examining Reading data, 64% of students were on target and 5% were at intense risk. We desire to close this gap and ensure students are all at or above grade level. This need takes on new meaning in 2020-21 given the school closures in the spring 2020, the 100% online program we ran in the early fall 2020, and then the reduced school day and part day/online instruction model that we began in October 2020.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady - Reading (grades K-5)	<p>BOY 2019: 41% on target / 44% 1 grade level below / 13% 2 grade levels below / 2% 3+ grade levels below</p> <p>April 2020: 64% on target / 31% 1 grade level below / 4% 2 grade levels below / 1% 3+ grade levels below</p> <p>Success rate with lessons:</p> <ul style="list-style-type: none"><li>• 79% of lessons were passed with a score of 70% or better</li><li>• 14% of lessons were passed with 50-69%</li><li>• 7% of lessons scored 49% or lower</li></ul>	<p>increase in on target; decrease in below target - we monitor student time on task and lesson passage rate, which leads to increased achievement</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady - Math (grades K-5)	<p>BOY 2019: 25% on target / 61% 1 grade level below / 13% 2 grade levels below / 2% 3+ grade levels below</p> <p>April 2020: 61% on target / 37% 1 grade level below / 2% 2 grade levels below / 0% 3+ grade levels below</p> <p>Success rate with lessons:</p> <ul style="list-style-type: none"> <li>93% of lessons were passed with a score of 70% or better</li> <li>5% of lessons were passed with 50-69%</li> <li>2% of lessons scored 49% or lower</li> </ul>	increase in on target; decrease in below target - we monitor student time on task and lesson passage rate, which leads to increased achievement

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, but emphasis on students from traditionally lower performing sub groups.

### Strategy/Activity

Implement AVID fully in grades 4 and 5 in grades 4 and 5. Continue to explore/implement AVID in grade 3 and provide exposure to AVID philosophies and strategies for all grades.

- encourage participation in AVID summer institute and PATH/local training through SCOE
- encourage participation in AVID year long virtual PD
- provide an AVID corner to promote AVID philosophies and strategies to staff weekly
- infuse AVID into weekly announcements by introducing cheers, and student friendly AVID discussion
- use AVID strategies in our staff meetings to support discourse and deeper learning
- all teachers will use effective, research based instructional practices order to ensure students are prepared for the next grade level and that they develop the skills to succeed in middle and high 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)

2000

LCFF-Supplemental (Site Fund)  
None Specified  
registration, travel and daily rate for teacher training as summer institute and PATH training at SCOE (approximately \$1000/staff member); site level participation in AVID virtual PD

## Strategy/Activity 2

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

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

Students struggling with low performance on in class, on assessments and/or iReady

### Strategy/Activity

#### Professional Development for staff

- monthly staff meeting with emphasis on data analysis, collaborative conversations and Professional Development
- teachers will receive professional development in order to fully understand the format, report structure, and intervention supports of the iReady program (both diagnostic and online intervention and math supplemental materials)
- teachers are encouraged to participate in community PD to build their own capacity as a teacher and/or as a teaching team
- admin team encouraging teachers to observe peer classrooms to see strategies at work or to engage in lesson study and other PLC discussion about best practices and supporting student learning
- staff members are encouraged to explore PD opportunities that allow them to learn and implement effective strategies for best first instruction and intervention to meet the needs of various learners (see Goal #2)

## 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)

2000

### Source(s)

LCFF-Supplemental (Site Fund)  
0000: Unrestricted  
costs associated with training registration and guest teachers to cover class time

## 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

If possible - providing teacher collaboration time (up to 2 days/year)

- teachers will be provided with 2 days of collaboration time during the school year; a part of that meeting will involve examining relevant data, and the remainder will be for deeper curriculum development
- teachers will participate in weekly collaborative PLC meetings that focus on best first instruction in order to support increased student achievement
- teachers, supported by the admin team, will participate in weekly, collaborative grade level meetings that focus on best first instruction to support students to meeting and exceed learning targets
- teachers will use effective and research based instructional practices to ensure students meet or exceed standards. Such practices will include, but are not limited to: communicating clear learning objectives, matching independent practice to the stated objectives, explicitly teaching vocabulary, providing visual supports, explicit teaching partnered with thoughtful gradual release, use of scaffolds, focus on rigor in instruction, use of metacognition/peer dialogue, increasing student engagement, encouraging a growth mindset, using checks for understanding that align to the stated goals, and providing relent assignments and projects
- teachers will be provided with collaboration time in order to assess data from SBAC, iReady, etc... and build assessments and units that address the gaps in student 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)

6650

Source(s)

LCFF-Base (Site Fund)  
1000-1999: Certificated Personnel Salaries  
Sub costs to release teachers to meet during the school day for up to 2 days of grade level collaboration/grade

### **Strategy/Activity 4**

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

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

students performing below expectation in class and on assessments

Strategy/Activity

Materials will be provided that allow teachers to monitor student growth and provide intervention for students who are not meeting target expectations

- use of ESGI, STAR (on a limited/by teacher basis), iReady Diagnostic, iReady Reading and Math online intervention, BPST, Ready Naturally, RAZ (reading program), News 2 You and other tools used to assess and monitor student growth
- providing resources like STAR, AR, RAZ, News 2 You and support for 40 book challenge to encourage teacher autonomy and student literacy
- math: prodigy, iReady diagnostic and online intervention
- ELA: STAR/AR, RAZ, iReady diagnostic and online intervention
- Tier 2 intervention team is streamlining SST process, assessing trends in behavior and academics for individual students and across grade levels, providing small group interventions for academic and behavior



- tutoring with support of LHS students - focused on grades 1-5; focus is on math content
- protected and thoughtful Universal Access time and small group instruction in centers and in ELA and math
- district funds have been allocated to support science instruction and the integration of NGSS and music into the classroom
- district funds have been allocated to support ELA instruction to pay for copying, material preparation, lamination, etc...
- district supported our primary teachers with manipulatives to support ELA and math instruction this fall
- teachers, with support of admin team, will work to ensure all students are making progress in class, and using intervention tools like iReady... to fill gaps in knowledge to ensure preparation for next school year; administration will monitor and report out on trends in data and usage of intervention tools
- SPED team and intervention team meet twice a month to consider needs of students who are struggling academically and behaviorally and recommend/implement interventions to support students while in ES
- find ways to integrate technology and our 1:1 status to provide real time intervention, meaningful peer collaboration and effective teacher/student engagement in person and from afar

I also would like to think creatively about how to fill the gap that has been creating by losing our Intervention Support Provider (reading support). We are examining if we can bring an Intervention Support Professional back onto campus part time, and I want to work with the CalTeach and Jessup teacher education programs to potentially using student teachers and other online volunteers who can work with small groups virtually. There is a need for this support but we must generate it in a financially sustainable way.

### 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)
15000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries 3 hour/day ISP support
1000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries additional hourly wage support for gr. 1-5 tutoring provider (potentially for the spring 2021)
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies for Teachers
4300	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Ren Learn (STAR/AR)
2929	LCFF-Supplemental (Site Fund)

4000-4999: Books And Supplies  
TPT site license for teacher resources - aimed  
at small group/independent work activities

## Strategy/Activity 5

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

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

All Students and EL Families

### Strategy/Activity

Communication with families regarding school activities, events, expectations and academic progress

- Canyon Creek Conference Scheduling Web Program
- weekly Colt Connection
- daily updates via social media
- regular updates/reminders/info via school app (paid for by PTC; managed via partnership with PTC and school)
- providing options for translation of our Colt Connection (through Smore) and our emails to families (through Parent Square)

### 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)

300

#### Source(s)

LCFF-Supplemental (Site Fund)  
4000-4999: Books And Supplies  
website fee for Canyon Creek

## Strategy/Activity 6

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

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

All Students and ELL

### Strategy/Activity

Administration engaging in regular classroom walk throughs; aiming for 10/week for principal; looking at math, designated ELD instruction, and general instructional trends

- providing feedback to 80% of teachers within one day of visit
- using data to guide staff PD, PLC conversations and individual conversations with staff

### 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: 2019-20

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.

This goal is a continuation of work started in prior years. We made wonderful growth as a staff team with collaborative conversations and with examining data. This year will provide new challenges with our reduced time with students, balancing in person and online instruction, and the reduction in available intervention resources. I do feel like our students made excellent growth last year, but we anticipate a slide going into this year due to the school closures and modified school experience. Our team is working hard to not allow the gap to widen, though.

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 only major difference is in staff PD and sub costs because they are variable, and may not be possible this year. We may also be able to move funds planned for PD and put them towards are hiring situation.

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

We are pressing forward with our goals, and expanding the reach of our AVID program to an additional grade level. The district is supporting our membership with AVID. We will continue to monitor our iReady data carefully to look for collective and individual trends in achievement. Once school resumes, our team feels like we will have a better handle on true student learning; our team has found it has been difficult to monitor learning effectively from a distance. I will continue to explore options to provide safe and effective intervention support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal Area 2: English Language Acquisition

## LEA/LCAP Goal

2

## Goal 2

All students will improve by one level on the ELPAC test each year.

We have 23 ELL this year, 9 are in grades TK/K and 14 are in grades 1-5.

Our ELPAC and SBAC data is intermittent due to COVID related school closures. However, one measure that is constant regardless of online or in person instruction, is access to iReady. In examining our ELL student's iReady data, 10 of our ELLs in grades 1-5 have made notable progress on their iReady diagnostic assessment in Math and Reading between the spring 2020 and the fall 2020 (noted by an increase in at least one incremental level on the iReady diagnostic. 4 of our ELLs have maintained or lost traction on their iReady assessment. We will continue to monitor growth on the iReady assessments, and will aim to have our students make a minimum of one years worth of progress on their iReady diagnostic between the spring 2020 and the spring 2021. Students who do not make incremental growth may be targeted for ISP support or other small group support, and, when needed, will be referred to the SST process in order to engage families and teachers around language development.

## Identified Need

We have a relatively small ELL population, but a commitment to ensure students are making adequate progress towards EL fluency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Progress	44% level 4; 40% level 3; 12% level 2; 4% level 1	continue to push students to make one level of growth per year
EL ELA progress	Current ELL are 40 points below the standard, but increased by 46 points	Current ELL to 35 points below the standard and continue to increase levels by 30+ points
EL Math progress	Current ELL are 26 points below the standard, but increased by 41 points	Current ELL to 21 points below the standard and continue to increase levels by 30+ points
EL iReady Reading progress	10/14 students (eligible to take iReady assessment) made	14/14 students will make a years worth of growth on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	progress between spring 2020 and fall 2020	iReady Reading assessment between spring 2020 and spring 2021
EL iReady Math progress	9/13 students (eligible to take iReady assessment) made progress between spring 2020 and fall 2020; 1 student has not yet finished her fall 2020 assessment	14/14 students will make a years worth of growth on the iReady Math assessment between spring 2020 and spring 2021

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)

ELLs

### Strategy/Activity

Teachers having awareness of and explicit teaching of ELD standards, designated and integrated ELD content

- teachers will be informed at the start of the year about if/who their EL cluster includes and what level of EL learners they have in their class
- all teachers will use effective, researched based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include (but are not limited to): communicating clear learning/language objectives, explicitly preteaching and teaching academic vocabulary and key ideas, providing direction instruction and modeling of new learning with ample visual cues, color coding and other supports; provide guided practice with scaffolds, provide rigor in instruction and frequent checks for understanding, encouraging ELs to engage in all aspects of the ELA standards (reading, writing, listening and speaking) and to use speaking and listening to process math concepts, providing targeted and specific feedback to ELs on their progress, and creating a positive learning environment
- all teachers will provide integrated and designated ELD to ELs
- continue to invite TOSA to provide support to teachers at PLCs, Collab Days and at staff meetings
- all teaching staff received an overview of the ELD standards in a staff meeting PD guided by our district ELD Specialist
- all teachers with a cluster of ELD students have been verified to have attended an intensive 2 day ELD institute hosted by the district

### 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)

250

Source(s)

LCFF-Supplemental (Site Fund)  
4000-4999: Books And Supplies  
ELD Supplementary Materials

## Strategy/Activity 2

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

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

ELL

### Strategy/Activity

Teachers will provide designated ELD instruction and small group instruction in both ELA and Math standards to support ELL students

- protected universal access time will provide teachers with EL clusters an opportunity to provide small group designated instruction
- ELs will have access to interventions like iReady that are designed to support and enhance vocabulary development and application of skills; we partner with our district to provide additional supports like Rosetta Stone, and google tools that support language acquisition
- administration will monitor classroom instruction for general instruction, but also to specifically identify and offer feedback on designated ELD instruction at least 5x/year

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

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

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

ELL

### Strategy/Activity

Increased effort to engage our ELL families in our school community and dialogues

- translators are provided at meetings such as SSTs, IEPs, attendance, and conferences to ensure parent involvement
- effort to engage ELL families in our ELAC and our site council.
- relationship building with district (bilingual) Parent/School/Community liaisons to facilitate communicate with Spanish speaking families
- weekly newsletter can be translated online into numerous languages; this is stated at the end of every email in a variety of languages common at LCES; there is also the option to have Parent Square emails automatically translated

### 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

Source(s)

LCFF-Supplemental (Site Fund)  
2000-2999: Classified Personnel Salaries  
cost of translators

## Strategy/Activity 4

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

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

ELLs

Strategy/Activity

use of assessments to monitor ELL growth

- ELLs are assessed and monitored to ensure progress towards EL and state standards (via ELPAC), online interventions and online diagnostic assessments (i.e. iReady)

### 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: 2019-20

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

## ANALYSIS

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

We continue to recognize a need in our ELL community and work to expand our offerings and services to support our ELL community. This year, we are focusing on monitoring and supporting ELD lessons that in term support our ELL development. We also spent time identifying and grouping our ELLs into clusters so that teachers can better meet the needs of this limited population on our campus. We are developing more competency at collecting data around ELL students so we can better keep tabs on their progress.

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

We continue to see students coming into school with limited exposure to English because they are newcomers or their families speak something other than English at home. We have spent time engaging with our ELL TOSA in order to understanding the needs of our students and differentiate our instruction accordingly. We are also working as a team to understand the difference between language deficits as defined by our SLP program compared to limitations based on language

exposure. We expect to spend more on translation services this year because we are more aware of the need to offer such services to specific families.

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.

As described above, we expect to spend more funds on translation services and more effort on communicating with and involving our ELL families through our newsletter and ELAC committee.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal Area 3: College & Career Readiness

## LEA/LCAP Goal

3

## Goal 3

Support students will skills, knowledge and attributes to be successful members of our community and fully engaged in their education.

## Identified Need

Responsibility to send students to middle school and then high school prepared for the challenges (both academically and soft skills).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID	two grade level participating	two grade levels, a subset of a third participating and awareness of AVID by other grade levels

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

development of our AVID Plan and Goals; will collect data to support our goal achievement through the AVID CCI

- focus on WICOR (writing, inquiry, collaboration, organization and reading) strategies
- focus on focused note taking and interacting with notes to support deeper learning
- focus on tangible organization skills (digital and paper; aligned to needs of in person and online learners)
- generating college awareness and supporting viability of college or career/technical training as a choice and opportunity to aspire to and look forward to

- providing tier II interventions (including SSTs or referral to AVID in Middle School) to support student success regardless of challenges at ES level

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

see Goal #1 - costs for AVID trainings

### **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

vertical articulation between grade levels (if possible)

- in the spring, each grade level will meet with their grade level up and down for a 1/2 day to calibrate on core expectations, needs and where instruction should end/begin

### **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)

1500

LCFF-Supplemental (Site Fund)  
1000-1999: Certificated Personnel Salaries  
substitute costs to cover classrooms during meetings

### **Strategy/Activity 3**

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

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

students with chronic attendance issues

Strategy/Activity

Monitor and communicate with families whose students have chronic absence issues

- we will continuously monitor our attendance records and send letters to families who have exceeded the expectations regarding attendance and tardies; this year we will also be examining engagement in learning, particularly for online learners - we are using interactive and color coded spreadsheets to assess engagement and work completion along with family communication regarding any gaps in participation

- admin team will call all families who receive 2+ letters regarding attendance

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

see Goal #1

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Although this goal is not new, the focus on using AVID to accomplish the goal is new. AVID is a best practice instruction package with focus on collecting and analyzing data that supports increased achievement among students.

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

Most costs are identified in goal #1. Our spending on AVID training was in line with our expectations thanks to the financial support of the district and the influx of funds from the Low Performing Student Block Grant. We worked as PLCs to understand and plan for SBAC assessment for our students identified as low performing. We were unable to see our plans through due to the lack of SBAC assessment in spring 2020; our iReady assessment data in spring 2020 may not have been as accurate as we would have hoped because some students took it at home. We will have to continue to monitor iReady data as we prepare for SBAC in Spring 2021.

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

We will spend more dollars on AVID implementation and training with our increase in our site supplemental allocation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal Area 4: Culture & Climate

## LEA/LCAP Goal

4

## Goal 4

All students will be educated in a learning environment that is safe, drug-free, and conducive to learning.

## Identified Need

Students perform best when their most basic needs of safety and security are met. The CA Healthy Kids Survey indicated that most 5th graders felt supported and connected at school (although the percentage was higher for girls than for boys), but there was a gap in feeling like they had voice and agency in their learning and the school/classroom rules. There was also a high percentage of students who indicated feeling sad some or all of the time (31%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase in mental health needs on site	our tier III intervention group (staff team, Wellness Together, Colt Neighborhood) is expanding in size	to provide early intervention to all students to minimize tier III needs
increase in behaviors that challenge the learning/playing environment	students tend to rely on adults to solve problems	encourage students and parents to develop skills to be self reliant
31% of 5th graders reported feeling sad some or all of the time	we have been piloting taking daily data from one class to assess feelings of sadness or other markers of challenge (lack of sleep, lack of breakfast); there is a recognition that COVID and social isolation is likely is creating more stress and sadness	maintain this level of sadness at minimum; aim to decrease to 25% response in spring 2021

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)

95% of students

**Strategy/Activity**

increase our tier I and II interventions to support most students in making great choices at school

- our site leadership team will explore our engagement with YDI priorities and establish next steps for youth development on campus
- our student leadership programs will continue to be supported; these include leadership ambassadors, morning greeters, and special projects run by groups of ambassadors or individual students with support from staff and parents
- students have opportunities to engage in their classroom community through leadership and class jobs, and in the bigger community through VAPA performances, art, choir, drama, book clubs, etc...)
- our tier 1 team is meeting monthly to evaluate data and make recommendations; tier 1 is focused on big picture change and positive reinforcement
- we continue to refine our documentation process; we will consider how to create an online documentation process
- we are becoming familiar with documentation tools like EduClimber through the district
- our tier 2 team is meeting twice monthly to look at behavioral and academic interventions as well as collecting data from iReady, and grade level assessments; this team assesses trends by grade and by student
- maintain a subset of our website with PBIS resources; aiming to provide a parent info night at BTSN
- develop tools for teaching and learning (i.e. school rules ppt, videos of what to do/not to do, positive tickets, reward systems, etc...)
- encouraging healthy habits through guest speakers focused on developing a healthy mindset and healthy body choices
- lunch with one student per class each week during "Lunch with Great Colts" - we are year three of this tradition and we'll shift this year to using this time to engage with our online learners in the fall; and reevaluating our strategy for the spring

**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)
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies PBIS/SWIS Annual Invoice
2000	Parent Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Phil Tulga Assembly and Sami's Circuit Assemblies

**Strategy/Activity 2**

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

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

95% of students for tier I and II supports; 5% of students for tier III supports

### Strategy/Activity

Providing proactive and reactive supports for students

- psychologist is hosting small groups to work on skills like social/emotional health and anxiety and anger management
- psychologist is going into classrooms to provide mindfulness and zones of regulation training
- site administration is going into classrooms to train on the peace path strategy for problem solving
- site administration is providing tools to reinforce skills like stop, walk, talk
- staff can refer students for 1:1 support through the Wellness together program; WT will also be pushing into classrooms to provide support and student training
- development of a staff library of books and resources geared towards social emotional well being
- encourage staff wellness that then trickles to our students - EAP, district wellness funds, wellness committee; guaranteed 15 min duty free break daily; flexibility in work day to manage challenges of COVID; passive (through Round Up) and active (through staff meeting) PD that focuses on wellness and mindfulness
- funding provided to help staff develop skill in mindfulness through partnership with school mindfulness agencies

We are very excited to be creating a new space on campus called the Colt Neighborhood - we envision it being a space where students can take a break, learn appropriate personal management strategies, and feel connected and supported. We hope to staff this space with our SPED team, admin team, and others trained in mindfulness. The Neighborhood is primarily a space for students, but we've also created a staff nook in the space. We also 'visit' the Neighborhood weekly in our announcements to give students little nugget strategies that they might incorporate.

### 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)
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies books and resources for staff library
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies books and resources for the Colt Neighborhood
500	None Specified 4000-4999: Books And Supplies Medi-Cal grant funds for books and resources for the Colt Neighborhood
1000	LCFF-Supplemental (Site Fund)



4000-4999: Books And Supplies  
staff training and PD related to mindfulness and wellness

### Strategy/Activity 3

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

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

Parents of students

#### Strategy/Activity

Continue to engage families in an educational format to build their capacity

- our site hosts and promotes parent seminars (i.e. anxiety in children, Love & Logic series)
- hosting a parent info night once per trimester (tri 1 focus: safety & school priorities; tri 2: iReady; tri 3: math instruction) - virtual
- psychologist is hosting once monthly "Happy Family" seminars to support community development and information sharing/processing as it relates to parenting - these sessions have been converted to virtual sessions
- information is regularly included in our weekly newsletter about behavior, how to support children, language to use to discuss difficult topics, etc...
- fliers are sent home weekly and posted on line to support parent engagement in the community
- the principal provides a report to the PTC at most meetings to keep them apprised of needs and to solicit input
- developing a SSC and ELAC team in order to solicit more involvement from parents

#### 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)

all students

#### Strategy/Activity

School Safety (physical)

- administrators will attend the NCI training to be prepared to support students in crisis; we are working to get all lunch campus supervisors trained, tier II service providers, custodial staff and office staff trained
- our supervisor team all attend health/supervisor trainings at district days and on short school days
- our district nurse is brought to campus to provide medical training as needed
- we are implementing a school safety protocol (Standard Response Protocol; [iloveyouguys.org](http://iloveyouguys.org)) with guidance from the district
- monthly safety drills are implemented; we will continue working with our school safety committee to evaluate our safety plans

- all staff received a evacuation bag to use during classroom evacuations; all staff received a barracuda and an emergency toilet
- We have 16 two-way radios for school-wide communications between office, administration, teachers, campus supervisors, and custodians.
- we currently have 10 security cameras on campus (we add about 2 more each year - currently they face our blacktop/play area, our back gate, our front gate and our main walkway) - our PTC is a financial supporter of this project
- other safety priorities this year: creating food boxes for sustenance with long term lock downs and becoming more familiar with the SRP
- we installed new lighting on campus to illuminate large spaces to make it less likely to have people trespass onto the campus after hours
- we are using carryover funds from 2019-20 to install new wall covering materials in our MPR to promote safety, improved aesthetic and to all the space to continue to function as a multipurpose space for years to come (see goal #5)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Compensation for supervisors for attending District Days and other training beyond contracted hours
1000	LCFF-Base (Site Fund) 4000-4999: Books And Supplies emergency bag supplies
7000	Parent Teacher Association (PTA) 6000-6999: Capital Outlay video cameras

### 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

Families and older students are encouraged to engage in our school community

- our Parent Teacher Club (PTC) hosts evening activities to engage families and bring them onto campus
- traditionally, students from our local middle and high schools regularly volunteer on campus in classrooms, as tutors, and at PTC events
- opportunities for parents to participate in school leadership through SSC and ELAC
- opportunities for parents to engage in the school by participating in Back to School Night, Open House, parent info nights, parent/teacher conferences (live or virtually)

- we encourage students giving back to LCES through Scouts (Eagle and Silver Award projects). We have at least 3 in the works for this year
- traditionally, we host 4 LiveScan clinics in order to support live scan completion for all parent volunteers

### **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: 2019-20**

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

## **ANALYSIS**

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

We continue to focus on our efforts with school safety - both material safety, preparation, and communication. We continue to provide parent and students supports that meet the needs of our students and families (based on anecdotal data, staff feedback, CA Healthy Kids survey and our annual family survey).

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

We have been successful with our implementation of PBIS, SE and engagement goals/priorities, and we continue to see grant and PTC funding to ensure projects are well funded.

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.

Last year our goal was to explore and apply funds to best fit projects, which we did. There was no particular adjustment to the plan, only implementation as identified above in analysis question 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal Area 5: Learning Environment

## LEA/LCAP Goal

5

## Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

## Identified Need

Our campus is over a decade old, and is beginning to show the effects of supporting thousands of students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
digital devices to support 21st century learning	7 chromebook carts and 3+ individual chromebooks in each class	increase individual chromebooks to one per student
MPR AV usage	AV system is used regularly for small scale needs (assemblies and inside lunch recess) and large scale productions (VAPA performances)	continue to build our AV capacity to support needs of all programs hosted by our school and to meet need of community organizations using our space/facilities

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

This year saw a significant shift in technology availability; our focus has moved to how we support digital citizenship, digital organization and digital learning with our new 1:1 program. This is the case for both students and staff.

## 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)
5000	Parent Teacher Association (PTA) 4000-4999: Books And Supplies technology purchases as needed

## 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

MPR Upgrades

- we will be installing a solid surface product on our MPR walls to protect the surface from wear; we were able to use carryover funds to fund project

### 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)
15000	LCFF-Base (Site Fund) 6000-6999: Capital Outlay MPR wall project - used 2019-20 carryover funds

## 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

Improvements to support school safety

- plan to store food/water in each room for long term lock down
- price and install safety film on large exterior windows (STAR)
- consider pricing and installing infrared system that alerts if someone goes over the fence (in or out)
- continue implementation and training around the district's SRP program
- examine all classroom and storage spaces in order to ensure alignment with the fire marshal's requirements
- becoming more familiar with implementation of communication tools like School Messenger, Alertus and Parent Square - in addition to tools like social media and our app

### 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)
850	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay 1 way reflective film for STAR building exterior
7000	Parent Teacher Association (PTA) 6000-6999: Capital Outlay camera and/or infrared system for back chainlink fence
300	Parent Teacher Association (PTA) 6000-6999: Capital Outlay food and water for emergency boxes

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

We are proud of the learning environment we have created. We continue to fund projects on campus that support student safety and space usability (i.e. microphones to support VAPA, campus safety items, etc...) and making plans for future improvements (particularly for cameras and other safety devices) as well as plant improvements that keep our campus looking fresh and cared for.

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

We made significant progress in this space last year and at the start of this year.

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.

This year, we experienced a public safety issue that caused us to consider how we communicate with families and how our tools work (or don't work) in those settings. We'll need to make a renewed effort to ensure our families have access to the school through social media and our app, as those may be reliable communication channels since they are not dependent on district generated logins. There is no expense in these priority shifts, but instead requires us to focus on how we engage families in our communication.

As we look to 2020-21 year, the need to create support and inclusion for our interCONNECT families is as important as the work we do to support our traditional in person learners. I will work with our PTC, site leadership team and staff leadership team to find areas of opportunity to connect with our distance learning families in a meaningful way.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal Area 6: Parent Involvement

## LEA/LCAP Goal

1, 2 & 5

## Goal 6

Parents and guardians will be involved and participate in the decision-making process as related to the educational programs of students.

## Identified Need

Community engagement in our school is an important part of our culture and we want to increase engagement in various arms of our campus (social, individual student growth, site decision making).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC meeting participation	3 parents/meeting in attendance	7 parents/meeting in attendance
Site Council Development/participation	host SSC outside of PTC (formerly PTC was a crutch)	3 SSC meetings annually with established membership and leadership
ELAC Development/participation	host ELAC outside of PTC (formerly PTC was a crutch)	3 ELAC meetings annually with established membership and leadership
parent teacher conferences	85% participation in conferences	90% participation in conferences; 100% meet by year end
parent education	large group parent ed nights	continue and add specialized training targeting sub groups of families

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 families/students

#### Strategy/Activity

Increase opportunities for parent engagement in activities that support parent education about student experiences/needs

- offering parenting courses like Love and Logic and Happy Families will be offered on site.
- our weekly newsletter regularly features tools designed to help families talk with their children about pressing issues like peer pressure, bullying, drugs, etc...
- we will offer 3 parent education nights in addition to our Back to School Night, Open House and parent/teacher conference events. We will transition to virtual offerings this year.
- we would like to consider providing a literacy, math and/or science night

#### 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

Source(s)

LCFF-Supplemental (Site Fund)  
4000-4999: Books And Supplies  
materials for parent education nights

#### Strategy/Activity 2

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

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

all families/students

#### Strategy/Activity

Provide parents with consistent and clear communication regarding LCES activities and policies

- Parents will receive weekly email communication from the school, "Colt Connection" using Smore (district funded). Dates of upcoming events will be placed in the communication, along with important information about topics of interest. Parents often respond to the principal regarding these emails and engage in two-way communication; communication is done through a newsletter that can be self translated into dozens of languages and there is a reminder of how to translate at the end of each email communication to all families.
- Monthly PTC meetings which include parents and teachers.
- School Site Council Meetings throughout the year, including parents and staff.
- Monthly PBIS Team Meetings including parent and staff.
- All parents will have a parent/teacher conference with their child's teacher.
- Multiple after school events scheduled throughout the school year including families and staff.
- Access to district (bilingual) Parent/School/Community liaisons to communicate with Spanish speaking families
- revisit and refine our parent feedback survey that looks to provide feedback around topics like how welcoming our staff/teachers/facility is, the perceived quality of our programs, interventions, and behavior strategies, the caliber of our school wide events, the role of our PTC, etc... The survey will be crafted with support from our PTC, SSC and Leadership Team, with input from teachers and staff. We will use our various platforms (FB, App,

newsletter, website) to solicit feedback. The survey will be generated using google forms. Feedback from the survey will be shared with stakeholders (as appropriate).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

all students

#### **Strategy/Activity**

Increase our compliance with district policies regarding volunteer requirements

- all parent volunteers will have current TB tests on file at the school; our health clerk is verifying and communicating with volunteers as TB tests expire.
- all parent volunteers will sign in at the office and participate in emergency drills when the volunteer time coincides with a scheduled drill.
- in 2019-20, we hosted 4 live scan clinics at each Back to School Night, Playground Night and Boo Bash to encourage Live Scan compliance; in 2020-21, we will be unable to offer this service

### **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: 2019-20**

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

## **ANALYSIS**

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

We are proud of the learning environment we have created. We continue to fund projects on campus that support student safety and space usability (i.e. microphones to support VAPA, campus safety items, etc...) and making plans for future improvements (particularly for cameras and other safety devices) as well as plant improvements that keep our campus looking fresh and cared for.

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

We made significant progress in this space last year and at the start of this year.

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.

This year, we experienced a public safety issue that caused us to consider how we communicate with families and how our tools work (or don't work) in those settings. We'll need to make a renewed effort to ensure our families have access to the school through social media and our app, as those may be reliable communication channels since they are not dependent on district generated logins. There is no expense in these priority shifts, but instead requires us to focus on how we engage families in our communication.

As we look to 2020-21 year, the need to create support and inclusion for our interCONNECT families is as important as the work we do to support our traditional in person learners. I will work with our PTC, site leadership team and staff leadership team to find areas of opportunity to connect with our distance learning families in a meaningful way.

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	34,929.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	22,650.00
LCFF-Supplemental (Site Fund)	34,929.00
None Specified	500.00
Parent Teacher Association (PTA)	21,300.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	8,150.00
2000-2999: Classified Personnel Salaries	16,800.00
4000-4999: Books And Supplies	18,279.00
5000-5999: Services And Other Operating Expenditures	2,000.00
6000-6999: Capital Outlay	30,150.00
None Specified	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	6,650.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	1,000.00
6000-6999: Capital Outlay	LCFF-Base (Site Fund)	15,000.00

0000: Unrestricted	LCFF-Supplemental (Site Fund)	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	1,500.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	16,800.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	11,779.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	850.00
None Specified	LCFF-Supplemental (Site Fund)	2,000.00
4000-4999: Books And Supplies	None Specified	500.00
4000-4999: Books And Supplies	Parent Teacher Association (PTA)	5,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association (PTA)	2,000.00
6000-6999: Capital Outlay	Parent Teacher Association (PTA)	14,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,679.00
Goal 2	750.00
Goal 3	1,500.00
Goal 4	13,800.00
Goal 5	28,150.00
Goal 6	500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 9 Parent or Community Members

Name of Members	Role
Jennifer Hladun	Principal
Pam Soha	Other School Staff
Donna Warren	Classroom Teacher
Julie Stuckey	Classroom Teacher
Laura Shye	Classroom Teacher Parent or Community Member
Liz Cassidy	Classroom Teacher
Jenny Wright	Classroom Teacher
Aricka Espinoza	Other School Staff
Jessica Lackey	Parent or Community Member
Jenna Harwood	Parent or Community Member
Cortney Morgan	Parent or Community Member
Zayra McCarty	Parent or Community Member
Csilla Horvath-Lewis	Parent or Community Member
Sandra Ruiz	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

Other: LCES Leadership Team

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 10/22/2020.

Attested:

Principal, Jennifer Hladun on 10/22/2020

SSC Chairperson, Jenna Harwood on 10/22/2020