



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
Earl LeGette Elementary School	34 67447 6034672	October 26, 2020	November 17, 2020

Purpose and Plan Summary

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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

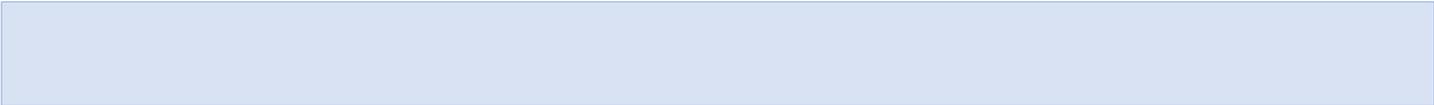


Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Root Cause Analysis.....	6
Resource Inequities	7
Stakeholder Involvement	8
Resource Inequities	9
Goals, Strategies, & Proposed Expenditures.....	11
SPSA/Goal 1	11
SPSA/Goal 2.....	13
SPSA/Goal 3.....	18
SPSA/Goal 4.....	23
Budget Summary	26
Budget Summary	26
Other Federal, State, and Local Funds	26
Budgeted Funds and Expenditures in this Plan.....	27
Funds Budgeted to the School by Funding Source.....	27
Expenditures by Funding Source	27
Expenditures by Budget Reference	27
Expenditures by Budget Reference and Funding Source	27
Expenditures by Goal.....	27
School Site Council Membership	28
Recommendations and Assurances	29

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2019-20 school year. There is no state academic assessment available. Data includes surveys, local assessment and student information around suspension and attendance prior to distance learning implemented in response to county mandates for distance learning.

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-2020 Trimester 3 engagement data and current attendance rate August-October, 2020.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings.
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

Attendance rate (as of August 30, 2020): 98.64%
 Synchronous learning weekly percentage rate (average, as of October 12, 2020): 89.7%
 Asynchronous engagement - weekly assignment completion rate (average, as of October 12, 2020): 74.7%
 Fall iReady Math Diagnostic (average, students at or above grade level): 43.4%
 Fall iReady Reading Diagnostic (average, students at or above grade level): 41.2%
 Learning loss - to be determined.

Target groups: Low SES and EL- consistent with whole school results.

It should be noted that the main groups of students who are suffering most come from households with low student support with technology (i.e. lack of knowledge), adults who support students who don't speak English well, and families where there are multiple children who may or may not be engaged in synchronous learning at the same time.

Though, it should be noted that based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non-English learners.

Although data on learning loss is a lagging indicator, teachers are reporting and initial assessment show the majority of students are a minimum of a half-year behind where they might normally be at this point in the year.

Prior to the pandemic, we were able to gather a number of data points as noted below.

Analysis prior to Distance Learning:

(new) Goal Area 2:

Student Survey:

- * Meaningful Participation- Students are prepared for the next step of their educational experience increased by 5.2% (75.7% to 80.9%). Goal Met.
- * School Culture- Student feels like a part of a school community increased by 3.3% (75.1% to 78.4%). Goal Met
- * School Culture- People are respectful to others at LeGette DECREASED 7.4% (63.9% to 56.5%). Goal NOT Met.
- * Growth Mindset- I am capable of learning anything increased by 6.8% (72.5% to 79.3%). Goal Met.
- * Learning Strategies- If I get stuck while learning something new, I will try to learn it in a different way increased by 2.6% (59.1% to 61.7%). Goal Met.
- * Sense of Belonging- Students feel close to people at my school increased 5.3% (70.9% to 76.2%). Goal Met.
- * Sense of Belonging- I feel like I'm a part of my school increased 3.8% (76.5% to 80.3%). Goal Met.

Staff Survey:

- * High Expectations/Caring Relationships- Our school provides enough resources to help each student do his/her best increased 5.2% (78.1% to 83.3%). Goal Met.
- * Safety- Our school is a safe place for all staff increased by 14.3% (71.4% to 85.7%). Goal Exceeded.

Parent Survey:

- * Student Safety- Concerns about student safety are addressed in an appropriate and timely manner decreased 1.3% (87.3% to 86.0%). Goal NOT Met.

Student and Staff Survey:

- * Safety- Bullying is an issue on our campus increased 6.5% (20.8% to 27.3%) for students (Goal NOT Met) and decreased 12.5% (25.8% to 13.3%) for staff (Goal Met).

Student and Parent Survey:

- * High Expectations/Caring Relationships- Students encouraged to continue learning even when it is difficult increased 7.7% (83.6% to 91.3%) for students (Goals Met) and decreased 0.6% (86.2% to 85.6%) for parents (Goal NOT Met).

Parent and Staff Survey:

- * Meaningful Participation- Students are prepared for the next step of their educational experience increased by 1.6% (86.2% to 87.8%) for parents (Goal Nearly Met) and increased by 2.7% (90.6% to 93.3%) for staff (Goal Met).
- * Parent Involvement- Staff at my school provide resources or ideas that help parents support their students at home decreased 2.1% (88.3% to 86.2%) for parents (Goal NOT Met) and decreased 5.7% (78.1% to 72.4%) for staff (Goal NOT Met).
- * Parent Involvement- The staff at our school listen to parent concerns about issues decreased 4.0% (87.1% to 83.1%) for parents (Goal NOT Met) and decreased 13.6% (100.0% to 86.4%) for staff (Goal NOT Met).

Attendance:

- * The percentage of students who attended school (through March 15, 2020) increased 0.32% (96.1% to 96.42%). Goal Nearly Met.
- * The percentage of chronically absent students decreased 1.3% (5.9% to 4.6%). Goal Met.

Student Behavior:

- * Home suspensions decreased 1.11% overall (2.03% to 0.92%). Goal Met. ELL students remained the same (0.0% to 0.0%). Goal Met. Low SES students decreased 2.2% (2.90% to 0.7%). Goal Met.
- * In-Class suspensions decreased 4.79% overall (5.16% to 0.37%). Goal Met. ELL students remained the same (0.0% to 0.0%). Goal Met. Low SES students decreased 6.52% (6.52% to 0.0%). Goal Met.

(new) Goal Area 3:

The overall percentage of readers (K-2 text level) from EOY 2019 to March 2020 who were at or above grade level rose slightly by 1.6% (67.2% to 68.8%), EL students decreased 4.5% (69.2% to 64.7%) and Low SES students increased (two years in row) by 4.3% (56.3% to 60.5%).

MAP reading growth, overall, increased 9.9% (49.2% to 59.1%). Goal Met. Low SES students, overall, increased 2.0% (55.6% to 57.6%). Goal (3%) almost met. EL students, overall, decreased 1.8% (56.3% to 54.5%). Goal not met.

MAP math growth, overall, increased 18.4% (47.2% to 65.6%). Low SES students, overall, increased 15.9% (49.2% to 65.1%). Goal exceeded. EL students, overall, decreased 20.4% (75.0% to 54.6%). Goal not met.

Schoolwide, current CAASPP ELA and Math scores are not available since the test in April/May 2020 was not given due to COVID-19.

On the ELPAC, students overall results in levels 3 and 4 combined increased 2.7% (55.6% to 58.3%), with the oral composite slightly decreasing 1.1% (61.1% to 60.0%), and written composite increased by 8.9% (41.1% to 50.0%).

The before school reading intervention program greatly assisted our EL and Low SES students in making gains in reading. Teachers reported that GLAD strategies and the in-school reading interventions (for EL and Low SES students who couldn't attend the before school reading program) also assisted with ELA increases. Additionally, with a second year of focus on mathematics utilizing Swun math materials greatly enhanced our math scores.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Green	Green
English Learners	Orange	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Red	None	None	Yellow	Yellow
Students with Disabilities	Green	Red	None	None	Orange	Yellow
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Green	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Orange	None	None	Green	Blue
Two or More Races	Blue	Yellow	None	None	None	None

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by our rates of synchronous attendance (89.7%) and asynchronous work completion (74.7%).

We can attribute a lack of attendance and engagement from our students to the following factors: unstable housing for our homeless students and lack of access for support for our English Language Learners and their families. The pandemic has

forced our low income families to relocate and unfortunately, quite a few families have lost their jobs. This has impacted our students as the focus at home may not be on academics, but on making sure families have the food, clothing and shelter needed. This has hit our Low Income and McKinney-Vento families the hardest. Students with disabilities do not have the support structures and scaffolds available to them as were available prior to the pandemic. Many chose homeschool as a result of distance learning being too stressful for many students.

Because the families of our English Language Learners are not able to support with instruction and because of the lack of supports, learning loss is anticipated to be greater among our English Language Learners and our students with disabilities.

Attendance: Students are not attending due to adults who support students have low technology skills or the house as bad Internet, synchronous lesson times often conflict with parents work at home or in the work place, there are no adults to assist students, low motivation, and many students simply don't attend because they don't think it's required.

Lack of engagement in synchronous learning is attributed to kids often times knowing there are no parents around to make them do the work or stay engaged, there are too many other distractors at home (i.e. YouTube, cell phones, video games, other siblings, animals, TV), lack of adult support/monitoring, younger students are not independent at their age, and there's limited time to have classroom discussions and collaboration.

Lack of assignment completion stems from students knowing there's no one to make them do it, parents come home exhausted from work and don't take the time to assist students with work, skills needed to complete the work are diminished because standards at home are often times different than in class, students tend not be organized, low motivation, difficulty in knowing how to turn assignments in to the teacher.

It should be noted that social/emotional issues GREATLY impact all the items mentioned above (attendance, lack of engagement during synchronous lessons, and lack of asynchronous work).

Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth. However, the learning loss has become evident across all demographics and grade levels.

Root Cause Analysis prior to COVID 19 Pandemic and Distance Learning:.

In the area of academics, though our K-2 reading proficiency only went slightly up and EL went down, our Low SES students made growth for a second year in a row. Teachers reported that their emphasis on phonemic awareness and better implementation of GLAD strategies helped with our significant subgroups. With a continued focus this year on phonemic awareness, improvements should be seen in all students. We attribute our growth in ELA and Math to a continued focus on questioning strategies, refined writing assessment process/teacher collaboration, and helping students better communicate their thinking. Math problem solving, numeracy, and math facts remain a focus for 2020-21. Additionally, students need to improve their writing (across all content areas) and comprehension. As stated earlier, a large focus will be on phonemic awareness in TK-2.

During School Site Council, ELAC, and Staff Meetings, stakeholders noted that we need to really focus on two true components this year- social/emotional health of our students (i.e. when we return, helping students readjust to the school environment, establish norms and discuss how students should treat each other) and student hands-on instructional materials they can keep and use at home.

School overall attendance went up slightly last year. Attendance rates for EL went up, but Low SES stayed the same. Our chronic absentee rate decreased 1.3%. Staff will dive deeper into the issue of further improving attendance during the 2020-21 school year. Plans are made to create questionnaires for our significant subgroups in an attempt to identify root causes for absences.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

1. Providing additional time for parents to contact teachers during office hours.
2. Providing additional time to contact the site principal (i.e. 8 a.m. to 6 p.m.) on the phone by calling the school office.
3. Providing additional ways for parents to speak with the site principal (i.e. coffee chats 2x/week- a.m. and p.m.).
4. Providing prizes and incentive for student attendance and engagement.
5. Providing student recognition certificates weekly.
6. Providing digital materials or platforms to support instruction.
7. Providing parents multiple ways to get technology support during the day.
8. Providing hands-on materials for students to use at home.

Comprehensive Needs Assessment Prior to Distance Learning:

In past years, resources typically were spent "big picture" on teacher release time, interventions, and school climate. The focus has always been on specific academic and culture areas. But last year, 2019-20, resources were allocated more precisely. This helped staff maintain focus on our goals.

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

Involvement with developing the School Plan began in the winter of school year 2019-20. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. Each group noted the success of improving school climate and parent customer service, as well as a large increase school-wide in math performance.

School Site Council met three times prior to SPSA approval on October 26, 2020. SSC was interested in improving student empathy and treatment of other students, providing more behavioral supports for students with disabilities, and to continue improving reading and math performance.

Site Leadership Team met six times and voiced concern about school climate, student empathy, and ways to make the site safer for students and staff.

The English Language Advisory Committee met twice and examined data related to the progress of English learners and asked about extra tutoring in reading and classes for parents.

With the onset of distance learning, in March 2019, stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss.

Site Leadership Team met weekly August-October to review and discuss:

- data compared to 2019-2020
- how to best support teachers and students through a distance learning model

- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction

Staff engaged during staff meetings in August-October to review and discuss:

- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning

School Site Council met in September and October to review/discuss:

- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning

English Language Advisory Committee (ELAC) met in October to review and discuss:

- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Professional Learning: Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socioemotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Effective communication: Access to technology (and transportation to get working technology) seem to be the barriers to effective communication between home and school. Majority of families, regardless of socioeconomic status, language, or homelessness maintained communication with the school.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively. Additionally, due to working families relying on friends and older family members, this digital divide was even larger than first anticipated.

Comprehensive Needs Assessment Prior to Distance Learning:

In past years, resources have typically been spent "big picture" on teacher release time, interventions, and school climate. The focus has always been on specific academic and culture areas. But last year, 2019-20, resources were allocated more precisely. The process of talking more in-depth with stakeholders and gathering both quantitative and qualitative input have allowed us to dig deeper into root causes and assigning resources to those areas.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. NOTES- analysis of what happened in 19-20. Overarching narrative.

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 difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. During the spring distance learning program, attendance/engagement in online (synchronous lessons) was approximately 85%.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
--------	----------------	---------------------	-----------------------	-----------	---------------------	-------------------------

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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. However, prior to March, Staff training on acceptance, empathy, kindness (with expectations of teaching students these traits) went well. Conversations that developed as a result of emphasizing these three traits were invaluable. Teachers also made a concerted effort to emphasize these traits within their classroom community building efforts. EL and Low SES students experienced positive interactions with other students, which resulted in them refining their social skills. Efforts to intervene early-on with special education students to improve behavior and avoid on-site or home suspensions were successful in large part to teachers refining their classroom management strategies. EL and Low SES students improved their attendance rates through increased letters and contact by site principal and attendance clerk. Additionally, these efforts led to a decrease in chronic absence rates. Teachers refined classroom environment strategies, which led to an increase in student sense of belonging, a better

understanding what students perceive as disrespect, and students understanding the difference between disrespect and true bullying.

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

Lunch time groups were not formed, due to lack of staff members able to volunteer their time. Incentives for positive attendance were free, thus no money was spent on items. Additionally, the difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

We still need opportunities for EL and Low SES students to experience positive interactions with other students and refine social skills; Though improved, we need to intervene early-on with special education students to improve behavior and avoid on-site or home suspensions; Increase EL and Low SES attendance rates and decrease chronic absence rates; and, Refine classroom environment strategies in order to increase student sense of belonging, to better understand what students perceive as disrespect, to further develop a caring/nurturing community, and to teach students the difference between disrespect and true bullying.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Student Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- School climate is positive, nurturing, and caring.	78.7%	80.7%
Student Survey: MEANINGFUL PARTICIPATION- Students are motivated/engaged in what they are learning.	79.9%	81.9%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Student Survey: SCHOOL CULTURE- Student feels a like a part of a school community.	78.4%	80.4%
Student Survey: SCHOOL CULTURE- People are respectful to others at my school..	56.5%	60.5%
Student and Staff Survey: SAFETY- Bullying is an issue on our campus.	27.3%, 13.3%	23.3%, 10.3%
Student Survey: GROWTH MINDSET- I am capable of learning anything.	79.3%	81.3%
Student Survey: LEARNING STRATEGIES- If I get stuck while learning something new, I will try to learn it in a different way.	61.7%	64.7%
Student Survey: SENSE OF BELONGING- Students feel close to people at my school.	76.2%	78.2%
Student Survey: SENSE OF BELONGING- I'm happy to be at my school.	78.5%	80.5%
Student Survey: High Expectations/Caring Relations- School climate is positive, nurturing, and caring.	78.7%	80.7%
Parent Survey: SAFETY- Concerns about student safety are addressed in an appropriate and timely manner.	86.0%	88.0%
Parent Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- Students encouraged to continue learning even when it is difficult.	85.6%	87.6%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Parent and Staff Survey: PARENT INVOLVEMENT- Staff at my school provide resources or ideas that help parents support their students at home.	82.5%, 72.4%	84.5%, 75.4%
Parent and Staff Survey: PARENT INVOLVEMENT- The staff at our school listen to parent concerns about issues.	83.1%, 86.4%	85.1%, 89.4%
Staff Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- Our school provides enough resources to help each student do his/her best.	83.3%	85.3%
Staff Survey: SAFETY- Concerns about staff safety are addressed in an appropriate and timely manner.	73.3%	78.3%
Student Attendance Rate	96.4%	96.6%
Chronic Absence Rates	4.6%	4.1%
In-School Suspensions (Overall, EL, Low SES)	0.37%, 0.00%, 0.00%	0.2%, 0.00%, 0.00%
Home Suspensions (Overall, EL, Low SES)	0.92%, 0.00%, 0.70%	0.50%, 0.00%, 0.35%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase school-wide character education and social/emotion	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation	299	September 2020-April 2021

	al learning materials (Project Wisdom).			4000-4999: Books And Supplies		
2.2	Offer incentives for positive attendance and engagement.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2200	September 2020-April 2021
2.3	Monitor behavior and develop effective Behavior Intervention Plans for students to avoid on-site or home suspension.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	300	September 2020-May 2021

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Prior to March, the before school reading intervention program greatly assisted our EL and Low SES students in making gains in reading. Teachers reported that GLAD strategies and the in-school reading interventions (for EL and Low SES students who couldn't attend the before school reading program) also assisted with ELA increases. Additionally, with a second year of focus on Swun Math and 6th grade teachers offering tutoring after school resulted in great gains for a second year in a row. Though we didn't have summative writing data to report out on, teachers reported that having grade level release time to discuss student writing progress was extremely beneficial to improving student overall writing ability. Lastly, our TK-2 teachers made great strides in refining their phonemic awareness and reading program. This will show eventually show positive increases in student reading scores over time.

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 difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. We will continue to look into developing interventions both during the day and before/after school (when we return to in-person instruction). Though the interventions are assisting our students, we'll look for methods that will reach more students in a timely fashion.

2020-21

Identified Need

Reading; Phonemic Awareness (materials, staff development, and instructional strategies); Writing (all content areas); Math (problem solving); and, Staff Development around the use of the i-Ready intervention program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
iReady Reading Diagnostic (school wide, Grades 2-6)	42.9%	47.9%
iReady Reading Diagnostic (Low SES)	31.7%	41.7%
iReady Reading Diagnostic (EL)	15.8%	25.8%
iReady Math Diagnostic (school wide, Grades 2-6)	35.6%	40.6%
iReady Math Diagnostic (Low SES)	29.3%	39.3%
iReady Math Diagnostic (EL)	31.6%	41.6%
Student Survey: Teachers at my school go out of their way to help students.	85.6%	87.6%
Text Level (Gr K-2) (through March 2020)	68.8%	73.3%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Text Level (Gr K-2, EL) (through March 2020)	64.7%	69.7%
Text Level (Gr K-2, Low SES) (through March 2020)	60.5%	65.5%
ELPAC Levels 3 and 4 (overall)	58.3%	63.3%
ELPAC Levels 3 and 4 (oral)	60.0%	65.0%
ELPAC Levels 3 and 4 (writing)	50.0%	55.5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase phonemic awareness and program instructional materials.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	870	September 2020-January 2021
3.2	Purchase supplemental ELD materials and supplies, as well as iPad apps.	All Students X English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	September 2020-March 2021

3.3	Purchase online and hands-on supplemental distance learning instructional support materials for students.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	23447	September 2020-March 2021
3.4	Provide teachers professional development on distance learning instructional strategies.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3184	August 2020
3.5	Purchase headsets for student Chromebooks.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	September 2020-March 2021

3.6	LexiaCore5 reading will be used as a supplemental intervention for TK-2 students.	X All Students X English Learners X Low-Income Students X Foster Youth X Other	Principal and Teachers			September 2020-May 2021
3.7	iReady will be used for math and reading at all levels.	X All Students X English Learners X Low-Income Students X Foster Youth X Other	Principal and Teachers			September 2020-May 2021

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. There were no activities to address or measure.

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 difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning. Since there were no activities in this new goal area, there were obviously no changes last 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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

With this being a new goal area, there are several areas our staff can work on in helping to inform our parents and students. Our school needs to do more to bring awareness to course offerings at the middle and high school level, as well as raise more awareness with our students around graduation requirements. Additionally, we need to have more open discussions on how students feel they learn best and what environments they feel they learn more.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Parent and Student Survey: College and Career - Students know what classes they will have to take and pass to graduate from high school.	50.3%, 43.2%	52.3%, 45.2%
Parent Survey: College and Career - Parents are informed about the different career pathways and programs available at middle and high schools.	59.0%	61.0%
Parent and Student Survey: Meaningful Participation- Students are prepared for the next step of their educational experience.	87.8%, 80.9%	89.8%, 82.9%
Parent and Student Survey: Students are motivated/engage in what they are learning.	91.7%, 79.9%	93.7%, 81.9%
Student and Staff Survey: College and Career- Students are asked to provide feedback to their teachers about how they think their classes could be improved.	56.7%, 50.0%	58.7%, 52.0%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless	Principal and Teachers			September 2020 - May 2021
4.2	Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless	Principal and Teachers			September 2020 - May 2021

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	300.00
4000-4999: Books And Supplies	28,016.00
5800: Professional/Consulting Services And Operating Expenditures	3,184.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	300.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	28,016.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	3,184.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	2,799.00
Goal 3	28,701.00

School Site Council Membership

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

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

Name of Members	Role
Ben Avey	Parent or Community Member
Greg Barge	Principal
Andy Berry	Parent or Community Member
Sue Crossman	Classroom Teacher
Michelle Koontz	Classroom Teacher
Melissa Lowndes	Parent or Community Member
Melinda Mortenson	Classroom Teacher
Leanne Ortega	Parent or Community Member
Joanne Strauch	Other School Staff
Troy Westover	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 26, 2020.

Attested:

On file

Principal, Greg Barge on 10/26/20

On file

SSC Chairperson, Ben Avey on 10/26/20

Budget By Expenditures

Earl LeGette Elementary School

Funding Source: LCFF Supplemental Site Allocation \$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase school-wide character education and social/emotional learning materials (Project Wisdom).	4000-4999: Books And Supplies	\$299.00	Healthy Environments for Social-Emotional Growth	
Offer incentives for positive attendance and engagement.	4000-4999: Books And Supplies	\$2,200.00	Healthy Environments for Social-Emotional Growth	
Monitor behavior and develop effective Behavior Intervention Plans for students to avoid on-site or home suspension.	1000-1999: Certificated Personnel Salaries	\$300.00	Healthy Environments for Social-Emotional Growth	
Purchase phonemic awareness and program instructional materials.	4000-4999: Books And Supplies	\$870.00	Engaging Academic Programs	
Purchase supplemental ELD materials and supplies, as well as iPad apps.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Purchase online and hands-on supplemental distance learning instructional support materials for students.	4000-4999: Books And Supplies	\$23,447.00	Engaging Academic Programs	
Provide teachers professional development on distance learning instructional strategies.	5800: Professional/Consulting Services And Operating Expenditures	\$3,184.00	Engaging Academic Programs	
Purchase headsets for student Chromebooks.	4000-4999: Books And Supplies	\$200.00	Engaging Academic Programs	
LCFF Supplemental Site Allocation Total Expenditures:		\$31,500.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Earl LeGette Elementary School

Earl LeGette Elementary School Total Expenditures: \$31,500.00