

School Year: **2020-21**



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
Harry Dewey Fundamental Elementary School	34-67447-6034516	10/27/20	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)

Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including 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.) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning. 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.

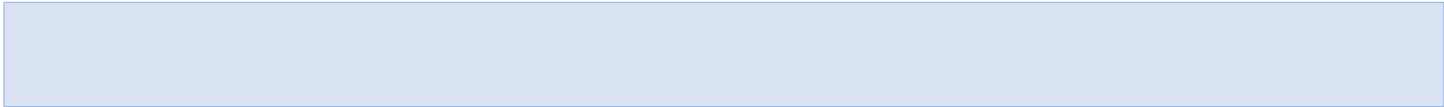


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Comprehensive Needs Assessment Components

- 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 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 student participation in both synchronous and asynchronous work.
2. Engagement based on "Engagement During Distance Learning Marks" on trimester report cards.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

1. Attendance rate reported at 98.8%
2. Engagement to be determined after first trimester report cards
3. Learning loss: Based on the above data, staff recognizes that trimester 3 is often a period of significant growth for many kindergarteners as they advance in their early literacy skills. An inconsistent distance learning format in the spring of 2020 coupled with a fall distance learning environment for the beginning of first grade may be predictive of first grade students needing additional interventions and supports. The IReady diagnostic was administered to all 2nd-6th grade students at the beginning of the 2020-21 school year with 41.2% scoring at grade level in English Language Arts. In math, 33% of students scored at grade level on the IReady diagnostic test. Although not the same test, conclusions can be drawn when comparing these results to the projected California Assessment of Student Performance and Progress (CAASPP) scores from spring 2020. There is an approximate 15% decrease in proficiency levels in English Language Arts. There is an approximate 19% decrease between fall IReady scores and projected 2020 spring proficiency levels on the math CAASPP exam. Students will be taking the IReady assessment again in January of 2021 which will provide a more accurate view of student learning loss and/or growth.
4. School climate measurements will be identified when/if students are back on campus.

Prior to the pandemic data shows that:

2019-20 attendance was as based through the month of March was 96.4%, up .4% from the previous year.

Text Level Data from 2nd Trimester (2019-20)

- 48% of all K-2 students were either At or Exceeding grade level standards.
- 38% of students identified as Low Income were either At or Exceeding grade level standards.
- 47% of K-2 students identified as English Language Learners were either At or Exceeding grade level standards.
- *23% of kindergarten students were testing at standard and 59% were testing below standard for text level reading.

56.3% of all 3rd-6th grade students tested At or Exceeding standard in English Language Arts on MAP (Measure of Academic Performance).

46% of all 3rd-6th grade students identified as Low Income were At or Exceeding standard in English Language Arts on MAP.

0% of all 3rd-6th grade students identified as English Language Learners we either At or Exceeding grade level standards, 60% were Nearly At Standard in English Language Arts on MAP.

51.6% of all 3rd-6th grade students tested At or Exceeding Standard in Math on MAP.
39.1% of all 3rd-6th grade students identified as Low Income were At or Exceeding standards in Math on MAP.
6.7% of all 3rd-6th grade students identified as English Language Learners were either At or Exceeding grade level standards, 66.7% were Nearly At Standard in Math on MAP.

Engagement during Distance Learning: 2021/20 Trimester 3 report card "engagement in distance learning" data indicated that over 87% of all students were actively engaged in distance learning.

Winter Survey Data:

High Expectations/Caring Relationships:

94.4% parents (1.1% decrease), 91.1% students (.5% decrease) and 100% of staff (4% increase)

Meaningful Participation:

87.7% of parents (5.9% decrease), 83.6% of students (4.4% decrease) and 89.3 of staff (6.7% increase)

School Culture:

97.2% of parents (5.3% increase), 91.3% of students (1.2% increase) and 95.7% of staff (6.7% increase)

School Safety:

94.9% of parents (1.8% decrease), 94.5% of students (4.5% increase) and 95.5% of staff (4.5% increase)

According to the results of the District Survey, over 90% of students, staff and parents feel that Dewey has high expectations and caring relationships combined with a positive school school culture. Additionally, parents, students and staff feel that Dewey is both a physically and emotionally safe place to learn. In the area of meaningful participation staff scored higher than both students and parents. 80% of students feel motivated and engaged in what they are learning.

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	Green	Yellow	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Green	Green
Students with Disabilities	Orange	Orange	None	None	Yellow	Green
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	Green	Green	None	None	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Orange	None	None	Green	Green
Two or More Races	None	None	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.

Although attendance has been averaging at 98% this fall, staff surveys indicate that there is still a struggle of inconsistent participation and engagement in live instruction and assignment completion with approximately 65% of students consistently turning in assignments. Likewise, parent surveys indicate struggles managing multiple Zoom sessions and logins during the day, technology issues and struggles motivating their children to complete assignments. Lack of engagement in synchronous learning and assignment completion is attributed to lack of support for students identified as English Language Learners due to language barriers, students who attend day care who do not have support navigating the online learning platform, and difficulty providing differentiation of instruction. Additionally, parents, students and staff all called out how the lack of peer and social interaction has contributed to a lack of connectedness to school for students. As a fundamental school, Dewey's parents have always played an active roles in the school community. However, during distance learning, the role of our parents and caregivers has expanded to "co-teacher" and as such requires additional support for them as well. Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

Root Cause Analysis prior to Distance Learning:

Analysis of the 2018-19 state assessment data showed solid gains in both English Language Arts (increase of 6% overall and 13.3% for our Low Income students) and math (increase of 9.5% overall and 12% for Low Income students). Text level data had a 2% increase showing 59.6% of all K-2 students At or Above Grade Level. Gains were attributed to better alignment of curriculum, utilization of more performance tasks in math and exposure to the state interim assessments so that students had a clear understanding of the academic expectations. In addition, before and after school small group intervention with students, use of Leveled Literacy Interventions in small group guided reading lessons and additional social/emotional learning by the MTSS staff were felt as contributing factors in overall academic growth.

Our next steps are to discuss how we can continue to build on the growth our students achieved this year and continue to accelerate the growth of our Low Income students.

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 2020-2021, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. The resources include, but are not limited to:

1. Provide supplemental materials or learning opportunities to engage and/or extend the core curriculum for students.
2. Provide digital materials or platforms to support instruction.
3. Provide hands on materials to use from home.
4. Provide professional learning opportunities for teachers and parents/caregivers to further develop effective pedagogy in either a distance or hybrid learning environment.

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

Several groups meet on an ongoing basis to review the schools goals and provide input to the School Site Council. These groups include the Site Leadership Team, English Language Advisory Committee, Parent Faculty Organization and Site Safety Team. Surveys were also distributed to all staff, parents and 3rd-6th grade students to illicit anecdotal feedback regarding distance learning strengths and needs in September and October of 2020. Stakeholder groups have reviewed student assessment data and survey results to consider student, staff and family needs. In addition, the School Site Council will meet throughout the year to develop, update and review the Single Plan for Student Achievement. SSC discussed, revised as needed and approved the plan at the October 27, 2020 meeting.

School Site Council met in September and October 2020 to review and discuss:

1. Data compared to 2018-19
2. Site budget
3. Stakeholder survey results

4. Comprehensive Needs Assessments

The Site Leadership Team has met before the 2020-21 School Year to review and discuss:

1. Data compared to 2019-2020
2. How to best support teachers and students through a distance learning model.
3. Professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction.

All of the stakeholders know and appreciate that this is a living document and if our needs change, we can and will revisit and revise the plan as needed.

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 as 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.

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.

School Connectedness: During distance and hybrid learning there will need to be an ongoing effort to keep students and our school community connected to Dewey. Attempting to keep traditional celebrations and opportunities for students to engage with one another and the greater school community will need to be planned virtually and/or according to state and county health guidelines.

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 2019-2020 school year, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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 support distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Connected School Communities:

Welcoming 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 and help them access the best opportunities our school has to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Daily attendance average	Attendance based on 2019-2020 through the month of March was 96.4%.	Attendance average of 97%.
Student engagement measured through report cards.	Student engagement during distance learning. Report card data showed that 87.1% of all students showed active or moderate engagement in distance learning for the third trimester of the 2019-20 school year. 12.9% of students showed limited to no engagement in this same time period. 61.9% of students were determined to be highly engaged.	Engagement levels will increase to: Moderate and Actively Engaged to 91% Limited to no engagement levels will decrease to 9% Highly engaged will increase to 75%.

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
1.1	Supplemental materials and supplies to	X All Students English Learners Low-Income Students	Staff, principal, secretary	LCFF Supplement	1000	August 2020- April 2021

	support learning and engagement	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
1.2	Supplemental materials and supplies to support implementation of parent workshops.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	August 2020- April 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

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 staff by cultivating an inclusive, safe, equitable, culturally responsive and healthy learning environment through integrating social and emotional learning to ensure essential student development.

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 2019-2020 plan were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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.

2020-21

Identified Need

Each student at Dewey needs an advocate to ensure that s/he feels safe and engaged in a caring community, unified in its focus on their academic success and social/emotional well-being. In reviewing the previous year's Winter School Survey student scores were significantly lower than staff and parents in the categories of feeling part of a school community, appreciation of diversity and respect for each other as well as respectful interactions with one another. As such, the need for continued work with school wide character education and social emotional learning will need to be addressed. Additionally, more extensive work aligned with the district's 8 Point Commitment to Educational Justice will help address the need in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Survey: High Expectations/Caring Relationships Percent of strongly agree/agree overall	Results related to overall school culture show that 91.3% of students, 97.2% of parents and 95.7% feel that there is a positive school culture.	We expect the rating to increase by 3% for students and parents.
District Survey: School Culture Percent of strongly agree/agree overall	The results indicate that 91.1% of students, 94.4% of parents and 100% of staff feel that we have high expectations and caring relationships at Dewey.	We will have over 95% of students, parents and staff saying we have a positive school culture with student response increasing by 3%.

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 books and materials to support successful practices,	All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers, ICT	LCFF Supplemental Site Allocation	2000	Aug 2020-April 2021

	social emotional learning and educational justice.			4000-4999: Books And Supplies		
2.2	Participate in special programs and field trips in order to improve school connectedness and provide virtual options for traditional site activities when possible.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500	Aug 2020-June 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

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

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 plan were mostly interrupted in March due to the conversion to distance learning in response to COVID. Prior to March, student performance on NWEA Map testing showed an overall increase in students "At or Exceeding Standards" in Math and a minimal decrease of students "At or Exceeding Standards" in Reading.

*Winter Math MAP data showed an overall increase from 40.9% of students "At or Exceeding Standard" to 51.6%.

*Winter Reading MAP data showed an overall decrease from 59.1% of students "At or Exceeding Standard" to 56.3%.

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 the 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 forward to a hybrid model of instruction.

2020-21

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

In order to address student learning needs, staff will collaboratively work with the site leadership team to identify and implement professional development related to high leverage instructional strategies for student engagement and differentiation for both an online or in person learning environments. Additional tiered levels of intervention either virtually or in person (dependent upon health guidelines) maybe necessary to support targeted students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
IReady Assessments	Baseline assessments for fall 2020-21 (3rd-6th Grade) *All students completed testing at home due to distance learning *Reading - 41.2% considered "at grade level" *Math - 32.7% considered "at grade level"	Maintain or increase student proficiency levels
Text Levels	Grades K-2 (end of trimester 2 2019-20)	Maintain or increase student proficiency levels

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

	*48% of students were at or above grade level	
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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 high interest curricular web-based programs to support student academic achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	Aug 2020-April 2021
3.2	Purchase supplemental instructional materials to support literacy skills (Heggerty, HWT)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	Aug 2020-April 2021

3.3	Purchase technology items to enhance core curricular subjects	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1600	Aug 2020-April 2021
3.4	Purchase high interest books and novels to support literacy instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers, ICT	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	August 2020-April 2021
3.5	Intervention to support literacy and math (BIA, Teachers)	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated	1000 2000 18188	Aug 2020-April 2021

				Personnel Salaries LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries		
3.6	Provide professional development and collaboration time for teachers to design effective pedagogy that differentiates instruction to meet students' specific needs and the materials needed to support instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4500	Aug 2020-April 2021
3.7	Printing of materials to support ongoing learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Office Staff	LCFF Supplemental Site Allocation 5700-5799: Transfers Of Direct Costs	400	Aug 2020-April 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 plan were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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 a hybrid model of instruction.

2020-21

Identified Need

A common theme identified in staff, student and parent surveys that were conducted in October 2020 was the need for increased meaningful social interaction for students that utilize hands on materials and/or provide enrichment type activities that extend the core curriculum being taught in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 District Survey: Meaningful Participation Percent of strongly agree/agree overall	The District Survey shows that 83.6% of students, 87.7 % of parents and 89.3% of staff feel that students participate meaningfully in school.	We expect the rating to increase by 3% by all groups.
Winter 2019-2020 District Survey: Quality classes/activities offered that meet each child's/students's interests and talents.	The District Survey shows that 71.6% of students, 83.2% of parents feel that there are classes and/or activities offered that each child's interests and talents.	We expect the rating to increase to 80% for students and 90% for parents.

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	Provide after school enrichment activities such as coding, robotics, STEM	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 2000-2999:	3000	August 2020- April 2021

	activities virtually or in person depending upon conditions.			Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		
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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
LCFF Supplemental English Learner Central	18188	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental English Learner Central	18,188.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,500.00
2000-2999: Classified Personnel Salaries	22,688.00
4000-4999: Books And Supplies	10,100.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5700-5799: Transfers Of Direct Costs	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	18,188.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,100.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

5700-5799: Transfers Of Direct Costs

LCFF Supplemental Site Allocation

400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	2,500.00
Goal 3	42,688.00
Goal 4	3,000.00

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
Ali Houting	Parent or Community Member
Tobi Paton	Parent or Community Member
Laura Sandeen	Parent or Community Member
Katie Scott	Parent or Community Member
Katy Sjoberg	Parent or Community Member
Donna Corey	Classroom Teacher
Maranda Shook	Classroom Teacher
Christine Teachout	Classroom Teacher
Rose Melvic	Other School Staff
Sabrina Parsley	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 27, 2020.

Attested:



Principal, Sabrina Parsley on 10/27/20



SSC Chairperson, Christine Teachout on 10/27/20

Budget By Expenditures

Harry Dewey Fundamental Elementary School

Funding Source: LCFF Supplemental English Learner Central **\$18,188.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$18,188.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$18,188.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide after school enrichment activities such as coding, robotics, STEM activities virtually or in person depending upon conditions.	2000-2999: Classified Personnel Salaries	\$3,000.00	Clear Pathways to Bright Futures	
Supplemental materials and supplies to support learning and engagement	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Supplemental materials and supplies to support implementation of parent workshops.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
Purchase books and materials to support successful practices, social emotional learning and educational justice.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	
Participate in special programs and field trips in order to improve school connectedness and provide virtual options for traditional site activities when possible.	2000-2999: Classified Personnel Salaries	\$500.00	Healthy Environments for Social-Emotional Growth	

Harry Dewey Fundamental Elementary School

Purchase high interest curricular web-based programs to support student academic achievement.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs
Purchase supplemental instructional materials to support literacy skills (Heggerty, HWT)	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Purchase technology items to enhance core curricular subjects	4000-4999: Books And Supplies	\$1,600.00	Engaging Academic Programs
Purchase high interest books and novels to support literacy instruction.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
Intervention to support literacy and math (BIA, Teachers)	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs
Provide professional development and collaboration time for teachers to design effective pedagogy that differentiates instruction to meet students' specific needs and the materials needed to support instruction.	1000-1999: Certificated Personnel Salaries	\$4,500.00	Engaging Academic Programs
Printing of materials to support ongoing learning.	5700-5799: Transfers Of Direct Costs	\$400.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Harry Dewey Fundamental Elementary School Total Expenditures: \$49,688.00