



OTTOMON ELEMENTARY

An Artful Learning School

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
Ottomon Elementary School	34-67447-6105928	10/20/20	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, 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.

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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:

2019-20 data, through March 13, 2020 shows:

Ottomon's attendance rate for the 2019-20 school year, ending on March 13, 2020, demonstrated the following:

- * Our overall attendance rate was 95.3%. This is an increase of .4% from 2018-19.
- * 12.1% of students were chronically absent. This is a decrease of 1.7% from 2018-19.
- * Chronic absenteeism is a concern in the following sub-groups: Hispanic/Latino (15.2%), White (12.1%), ELL (20%), SPED (13%), Low SES (14%), Homeless (20%).
- * The following subgroups demonstrated improved rates of chronic absenteeism from 2018-19: SPED (11.4% improvement), Hispanic/Latino (5.5% improvement), Low SES (0.9% improvement), Black/African American (13.7% improvement)
- * Chronic absenteeism is not a concern for the following sub-group: Black/African American (7.7%).

Ottomon's suspension rate, through March 13, 2020, shows:

- * 0% home suspension rate. This is a 0.9% decrease from 2018-20.

Ottomon's text level data for students in grades K-5 shows the following students met or exceeded standards at the end of trimester 2.

- * Kinder (52.8%)
- * Grades 1-5 (50.58%). This is a decrease of 0.92% from BOY data.
- * Grades 1-2 (48.98%). This is an increase of 8.98% from BOY data.
- * Grades 3-5 (54.28%). This is a decrease of 5.27% from BOY data.
- * Not disadvantaged (65.96%). This is a decrease of 0.71% from BOY data.
- * Disadvantaged (41.61%). This is a decrease of 0.75% from BOY data.
- * Students with Disabilities (12.5%). This number is the same from BOY data.
- * English Learners (13.64%). This number is a decrease of 0.65% from BOY data.
- * White (56.77%). This is an increase of 1.88% from BOY data.
- * Hispanic/Latino (45.35%). This is an increase of 4.17% from BOY data.
- * African American: (50%). This number is the same as BOY data.

Text Level Growth from BOY to end of Trimester Two of students who are not meeting or exceeding standards:

- * No growth - 9%
- * Some growth (1 text level) - 27%
- * High growth (2 or more text levels) 64%

Trimester Three Marks for Engagement in Distance Learning:

- * 45.2% of students exceeded expectations
- * 39.8% meet expectations
- * 13.3% showed limited engagement

* 31.3% of ELs in grades K-2 showed limited engagement; 21.4% of Kinders showed limited engagement;

2020-21 iReady data for grades 1-5, to measure learning loss, shows:

English Language Arts - Overall Placement

- * Tier One: 40%
- * Tier Two: 36%
- * Tier Three: 24%

English Language Arts - Needs Analysis by Domain - Percentages reflect students performing below grade level

- * Phonemic Awareness: Grade 1 (56%), Grade 2 (27%)
- * Phonics: Grade 1 (59%), Grade 2 (71%), Grade 3 (38%), Grade 4 (20%), Grade 5 (28%)
- * High Frequency Words: Grade 1 (68%), Grade 2 (46%), Grade 3 (10%), Grade 4 (6%), Grade 5 (0%)
- * Vocabulary: Grade 1 (59%), Grade 2 (66%), Grade 3 (55%), Grade 4 (61%), Grade 5 (77%)
- * Comprehension - Literature: Grade 1 (56%), Grade 2 (71%), Grade 3 (50%), Grade 4 (57%), Grade 5 (70%)
- * Comprehension - Informational: Grade 1 (50%), Grade 2 (80%), Grade 3 (43%), Grade 4 63(%), Grade 5 (68%)

Math - Overall Placement

- * Tier One - 14%
- * Tier Two - 57%
- * Tier Three - 29%

Math - Needs Analysis By Domain - Percentages reflect students performing below grade level

- * Number and Operations: Grade 1 (75%), Grade 2 (86%), Grade 3 (88%), Grade 4 (68%), Grade 5 (81%)
- * Algebra and Algebraic Thinking: Grade 1 (59%), Grade 2 (74%), Grade 3 (83%), Grade 4 (68%), Grade 5 (77%)
- * Measurement and Data: Grade 1 (63%), Grade 2 (81%), Grade 3 (80%), Grade 4 (66%), Grade 5 (84%)
- * Geometry: Grade 1 (66%), Grade 2 (79%), Grade 3 (83%), Grade 4 (88%), Grade 5 (86%)

Student Group Report for 2019

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

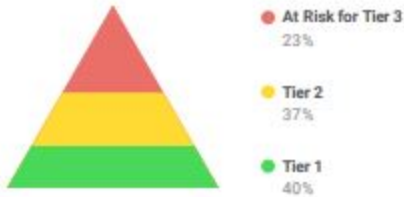
Diagnostic Results



School: OTTOMON
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic Window: 1
 Prior Diagnostic: None
 Placement Definition: Standard View

Students Assessed/Total: 238/273

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Needs Analysis By Domain

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	On or Above	One Below	Two or More Below	PA	PH	HFW	VOC	LIT	INFO	
Grade K	92%	8%	0%	15%	23%	54%	8%	38%	0%	13/35
Grade 1	38%	59%	3%	56%	59%	68%	59%	56%	50%	34/38
Grade 2	29%	49%	22%	27%	71%	46%	66%	71%	80%	41/46
Grade 3	52%	19%	29%	0%	38%	10%	55%	50%	43%	42/44
Grade 4	43%	41%	16%	0%	20%	6%	61%	57%	63%	51/51
Grade 5	25%	32%	44%	0%	28%	0%	77%	70%	68%	57/59

Root Cause Analysis

What did your root causes analysis reveal?

Guidance

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

Staff, Site Leadership Team and School Site Council reviewed site data in August, September and October 2020.

Positive progress was noted in the following areas:

- * Reduction in chronic absenteeism for multiple student sub-groups. This success was attributed to early intervention on the part of the school to identify students at risk for chronic absenteeism and engage parents in co-creating an attendance plan to address barriers.
- * Reduction in the number of home suspensions. This success was attributed to early intervention on the part of teachers and staff from the Student Support Center to identify students at-risk suspension through the use of the SAEBRS survey. This survey allows staff to identify students in need of social-emotional supports. Intervention groups were established based on student needs and students received education in Zones of Regulation and Dialectical Behavioral Therapy skills. Classes where a large portion of students demonstrated at-risk behaviors received tier one instruction in Zones of Regulation.
- * Grades 1-2 had a 48.98% rate of students meeting our exceeding text level expectation. This is an increase of 8.98% from BOY data. Staff attributes this gain to three factors: the use of Heggerty phonemic awareness curriculum consistently and with fidelity, the use of Lexia Core 5 curriculum to support foundational reading skills consistently and with fidelity, and direct instruction in phonics using the strategies from Wiley Blevins.
- * 64% of students who were reading below grade level or approaching grade level at the end of trimester 2 had grown two or more text levels. While these students were not yet meeting standards, they are showing positive progress towards meeting standards. This movement is attributed to the consistent use of Lexia Core 5 across grades 1-5, plus small intervention groups run by the Academic Intervention Specialist using LLI and SIPPS.

Concerns were noted in the following areas:

- * 31.3% of English Learners in grades K-2 and 21.4% of Kinders showed limited engagement during spring distance learning.
- * Student performance in ELA, per iReady testing, showed learning loss as a result of school closures and distance learning. 60% of students are not meeting grade level standards.
- * Student performance in math, per iReady testing, showed substantial learning loss as a result of school closures and distance learning. 86% of students in grades 1-5 are not meeting grade level standards.

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.

*Due to 80% of students not performing at grade level in math, staff decided to use iReady math and purchased additional math supplemental materials to mitigate learning loss. While Ottomon has made positive progress in decreasing the number of points below the standard on the CAASPP in previous years, it was determined by staff that distance learning and hybrid learning requires new math strategies and manipulatives to support student learning. Previous school plans have not allocated funding towards math materials.

* Due to 64% of students reading below grade level, staff decided to continue a subscription with Lexia Core 5 and to use it consistently with students in grades K-5 to mitigate learning loss.

* As a result of Sacramento County Public Health's guidelines for student and staff safety, all school-wide events have been canceled. Due to the need to develop meaningful relationships with families, staff has allocated funding to engaging in outreach with our families. This was not needed in the traditional model, as Ottomon has many family events where parents and staff can interact in a relaxed, casual atmosphere.

* Many EL and Kinder students showed limited engagement in spring distance learning. When investigating this further, it was determined that families did not have internet access to allow their students to engage in distance learning. As a result of this, staff made a concerted effort in the first two months of school to reach out to EL and Kinder families to

assess the need for internet connectivity. Hot spots were loaned by the district to these families, and directions in their home language for how to use the Chromebook were provided.

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

Staff meet four times over Zoom (9/21/20, 9/30/20, 10/13/20, 10/15/20) to complete the comprehensive needs assessment. Staff reviewed the 2018-19 California Dashboard, 2019-20 attendance data, trimester two text level data, trimester three distance learning engagement data, 2019-20 suspension data, and Fall 2020 iReady data. Staff considered the needs of the school based on a potential distance learning/hybrid model and made recommendations to School Site Council for actions and expenditures.

School Site Council met twice over Zoom (9/22/20, 10/20/20) to review the same data as staff and discuss potential actions and expenditures. School Site Council voted to approve the SPSA on 10/22/20.

Resource Inequities

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

In the previous school year, resources were allocated toward supporting implementation of the Artful Learning program to promote critical thinking and expression of student voice through artistic mediums; training for teachers was provided as was access for all students, grades K-5, to an artist-in-residence. Current data indicates that there is a strong need for students to receive intervention in literacy foundational skills. Therefore, Artful Learning funding is on hold this year. Teachers will continue to use Artful Learning strategies with their students, and training in Artful Learning will resume when school returns to the traditional model.

In the previous school year, a site Lexia Core 5 license was provided. Staff felt that this resource continues to be essential for students due to learning loss as a result of school closures and distance learning. Data also indicated that Lexia Core 5 assisted students who are reading below grade level with progress towards standards.

Due to significant learning loss in math, teachers will begin using iReady math to support students needs. This program is paid for by the district.

In the previous school year, the academic intervention specialist provided literacy intervention to students with the greatest need in grades 2 and 5. Based on current data, it was determined that the greatest need for literacy intervention was with students in grades 2 and 3. Instructional aides will provide support for students in grades K, 1, 4, and 5 based on Heggerty phonemic awareness or Steps to Advance intervention program for Benchmark ELA program.

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This is the first year of implementation for this goal.

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

This is the first year of implementation for this goal.

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

This is the first year of implementation for this goal.

2020-21

Identified Need

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, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - School Decision Making Winter 2019-20 School Survey - Parent Involvement	87.8% of parents strongly agree/agree that the school includes parents in decision making. 96.3% of parents strongly agree/agree that parents are encouraged to be involved in the school	90% of parents strongly agree/agree that the school includes parents in decision making. 98% of parents strongly agree/agree that parents are encouraged to be involved in the school.

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	Publish school newsletters in Smore to allow for translation of newsletter content.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	149.00	8/20 - 6/21

1.2	Translate important documents and conversations for EL families.	All Students X English Learners Low-Income Students Foster Youth Other	Principal	None Specified	0.00	8/20-6/21
1.3	School Site Council meetings will be held 7 times a year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	None Specified	0.00	8/20-6/21
1.4	English Learner Advisory Council meetings will be held 4 times a year to review EL data and provide input to School Site Council as to actions which will support English Learners	All Students X English Learners Low-Income Students Foster Youth Other	Principal	None Specified	0.00	8/20-6/21
1.5	Staff will engage in	X All Students English Learners	Principal, Teachers	LCFF Supplemen	10,000	8/20-6/21

	outreach with our families to support student engagement.	Low-Income Students Foster Youth Other		tal Site Allocation 1000-1999: Certificated Personnel Salaries		
1.6	School administration and teachers use Class Dojo to communicate with families in real time.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	None Specified	0.00	8/20-6/21
1.7		All Students English Learners Low-Income Students Foster Youth Other				

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

Staff cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by 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.

Ottomon's attendance rate for the 2019-20 school year, ending on March 13, 2020, demonstrated the following:

- * Our overall attendance rate was 95.3%. This is an increase of .4% from 2018-19.
- * 12.1% of students were chronically absent. This is a decrease of 1.7% from 2018-19.
- * Chronic absenteeism is a concern in the following sub-groups: Hispanic/Latino (15.2%), White (12.1%), ELL (20%), SPED (13%), Low SES (14%), Homeless (20%).
- * The following subgroups demonstrated improved rates of chronic absenteeism from 2018-19: SPED (11.4% improvement), Hispanic/Latino (5.5% improvement), Low SES (0.9% improvement), Black/African American (13.7% improvement)
- * Chronic absenteeism is not a concern for the following sub-group: Black/African American (7.7%).

Ottomon's suspension rate, through March 13, 2020, shows:

* 0% home suspension rate. This is a 0.9% decrease from 2018-20.

Positive progress was noted in the following areas:

* Reduction in chronic absenteeism for multiple student sub-groups. This success was attributed to early intervention on the part of the school to identify students at risk for chronic absenteeism and engage parents in co-creating an attendance plan to address barriers.

* Reduction in the number of home suspensions. This success was attributed to early intervention on the part of teachers and staff from the Student Support Center to identify students at-risk suspension through the use of the SAEBRS survey. This survey allows staff to identify students in need of social-emotional supports. Intervention groups were established based on student needs and students received education in Zones of Regulation and Dialectical Behavioral Therapy skills. Classes were a large portion of students demonstrated at-risk behaviors received tier one instruction in Zones of Regulation.

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

Anticipated expenses matched actual expenses.

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.

Both staff and School Site Council requested that Project Wisdom be continued to provide a tier one intervention for character education. See action 2.1.3.

2020-21

Identified Need

Chronic absenteeism decreased by 1.7%, however further progress is needed to bring chronic absenteeism rate below 10%.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Attendance Rates	All 95.3% Low SES 95.0%	All 95.8% Low SES 95.5%
Chronic Absenteeism	All 12.1% Low SES 14.0%	All 11.6% Low SES 13.5%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Home Suspensions	All 0% Low SES 1.09%	All .0% Low SES 1%
Climate Surveys	School Culture: Staff (100%), Parent (93.4%), Student (76.5%)	School Culture: Staff (100%), Parent (95%), Student (80%)

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

2.8	Project Wisdom annual subscription for character education/social-emotional learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	529.00	School year 2020-21
2.9	Mental Health Counselor and School Social Worker provide social-emotional support for students and families	X All Students English Learners Low-Income Students Foster Youth Other	Student Support Center staff	LCFF Supplemental Centralized Services (District Only) None Specified	2972	School year 2020-21

	Additional Recreational Aide hours for student support.					
2.10	Positive attendance will be recognized monthly with Brag Tags	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Office Staff	Other 4000-4999: Books And Supplies		School year 2020-21
2.11	Nudge letter sent home to families at risk of being chronically absent every trimester.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Attendance Clerk	None Specified	0.00	School year 2020-21
2.12	Phone conference with parents when a student has 3 or more truant absences	X All Students English Learners Low-Income Students Foster Youth Other	Principal	None Specified	0.00	School year 2020-21
2.13	Habitual Truancy Conference held at 6 truant absences; referral to School Social Worker	X All Students English Learners Low-Income Students Foster Youth Other	Principal; School Social Worker	None Specified	0.00	School year 2020-21
2.14	Referral to SARB at 9	X All Students English Learners	Principal		0.00	School year 2020-21

	truant absences	Low-Income Students Foster Youth Other		None Specified		
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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 Academics

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.

Trimester two data suggests that Lexia Core 5 and Heggerty phonemic awareness programs yielded positive reading outcomes for students. 64% of students who were not meeting our exceeding text level expectations demonstrated gains of two or more text levels by the end of trimester two.

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

Actual costs were less than anticipated costs. This was due to school closure. Staff were unable to complete release time to review data and revise Artful Learning units. Also, Missoula Children's Theater was cancelled due to school closure.

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 information gathered from iReady data and previous CAASPP data, both staff and school site council determined that purchasing additional math materials and manipulatives to support student progress in distance learning/hybrid is needed. See action 3.8. Stakeholders also determined that staff needed additional time this year to review data in iReady to measure academic progress and review/refine instructional delivery to meet identified student needs. See action 3.1.

2020-21

Identified Need

Student performance in ELA, as identified by the 2019 CAASPP, showed that 32.3% of students demonstrated achievement at/exceeded grade level standards which is a 0.8% decrease from 2018. 37.3% of students demonstrated achievement not at standard, which is a decrease of 9.4% from 2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
SBAC ELA performance	All 32.3% Met/Exceeded Standard Low SES 25.7% Met/Exceeded Standard	All: 37.3% Met/Exceeded Standard Low SES 31.7% Met/Exceeded Standard
SBAC Math performance	All 30.4% Met/Exceeded Standard Low SES 25.7% Met/Exceeded Standard	All 35.4% Met/Exceeded Standard Low SES 31.7% Met Exceeded Standard
K-2 Text Levels	All 50.58% Met/Exceeded Standard Low SES 41.61% Met/Exceeded Standard	55% Met/Exceeded Standard Low SES 45% Met/Exceeded Standard
ELPAC performance	80% Level 3/4	85% Level 3/4

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	Staff meets throughout the year to	All Students X English Learners X Low-Income Students	Principal Teachers	LCFF Supplemen	3749.00	School year 2020-21

	regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement	X Foster Youth Other		tal Site Allocation 1000-1999: Certificated Personnel Salaries		
3.2	Implement Guided Reading small group instruction in grades K-2 to differentiate literacy instruction.	X All Students English Learners Low-Income Students Foster Youth Other	K-2 Teachers	None Specified	0.00	School year 2020-21
3.3	Incorporate Benchmark Advance curriculum into Artful Learning units of study to increase rigor and complexity of curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	K-5 Teachers	None Specified	0.00	School year 2020-21
3.4	Utilize Benchmark Steps to Advance as a reading comprehension	X All Students English Learners Low-Income Students Foster Youth Other	K-5 Teachers, Academic Intervention Specialist	None Specified	0.00	School year 2020-21

	intervention for students in grades 2-5.					
3.5	K-1 uses ESGI application to monitor students phonological progress.	All Students X English Learners X Low-Income Students X Foster Youth Other	K-5 Teachers, Principal,	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	573.00	School year 2020-21
3.6	Academic Intervention Specialist provides Leveled Literacy Intervention and SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) four times a week to students in grades 1 and 3 not meeting standards.	X All Students English Learners Low-Income Students Foster Youth Other	Academic Intervention Specialist, Principal	None Specified	0.00	School year 2020-21

3.7	Purchase curriculum to support phonological skills.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000.00	School year 2020-21
3.8	Purchase supplemental math materials	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000.00	School year 2020-21
3.9	Students use iReady math to develop and extend foundational math skills.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2020-21
3.10	Staff will revise Artful Learning units of study to reflect modified instruction in distance learning/hybrid.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	None Specified	0.00	School year 2020-21

3.11	Provide Sunday System intervention four times a week for student who have been identified with a phonological processing disorder or suspected phonological processing disorder.	X All Students English Learners Low-Income Students Foster Youth Other	Resource Teacher	None Specified	0.00	School year 2020-21
3.12	Teachers will collaborate monthly utilizing EnVision and Benchmark interim assessments plus iReady diagnostics to determine learning outcomes and align instructional practices to the determined outcomes.	All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2020-21
3.13	Students use Lexia Core 5 to develop and	X All Students English Learners Low-Income Students	Teachers	LCFF Supplement	10,500	School year 2020-21

	extend foundational reading skills.	Foster Youth Other		tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.14	Site leadership team meets monthly to review academic achievement, attendance, and suspension data. Leadership team utilizes this information to determine the instructional focus of professional learning and determine actions to support an overall positive school culture	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	None Specified	0.00	School year 2020-21

for staff and students.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. This is the first year of implementation for this goal.

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

This is the first year of implementation for this goal.

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

This is the first year of implementation for this goal.

**2020-21
Identified Need**

Students are unaware of the myriad of college and career choices available to them after high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - College and Career: Students know what they want to be when they grow up.	61.8%	70%

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	Incorporate the Artful Learning model of instruction to encourage students to explore self-expression and understanding of core-content through varied modalities of artistic expression enabling students to develop	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Other None Specified	0.00	School year 2020-21

	college and career skills.					
4.2	Project Wisdom lessons provide students with anecdotes which emphasize perseverance and choosing challenges. Teachers extend the lessons through conversations with students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Other None Specified	0.00	School year 2020-21
4.3	Students will learn about the myriad of careers and college options available to them post-high school that enable students to pursue the arts.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2020-21

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	\$34,472.00

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 (\$)
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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 (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$2,972.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$34,472.00

Total of federal, state, and/or local funds for this school: \$34,472.00

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
LCFF Supplemental Centralized Services (District Only)	2972	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	2,972.00
LCFF Supplemental Site Allocation	31,500.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,749.00
4000-4999: Books And Supplies	6,000.00
5000-5999: Services And Other Operating Expenditures	11,073.00
5800: Professional/Consulting Services And Operating Expenditures	678.00
None Specified	2,972.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
None Specified	LCFF Supplemental Centralized Services (District Only)	2,972.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	13,749.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	11,073.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	678.00
None Specified	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,149.00
Goal 2	3,501.00
Goal 3	20,822.00
Goal 4	0.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cassidy Butler	Principal
Lola Bailey	Parent or Community Member
Judy Javier	Classroom Teacher Parent or Community Member
Louis Haddrick	Parent or Community Member
Chris Kurtz	Parent or Community Member
Nancy Silcock	Other School Staff
Rachel Schottky	Classroom Teacher
Lynne Baker	Other School Staff
Monica Stroud	Parent or Community Member
Devon Kimotek	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 11/13/19.

Attested:



Principal, Cassidy Butler on November 6, 2020

SSC Chairperson, Rachel Schottky on November 6, 2020

Budget By Expenditures

Ottomon Way Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Translate important documents and conversations for EL families.	None Specified	\$0.00	Connected School Communities	
School Site Council meetings will be held 7 times a year to review school-wide data and address actions to support student learning.	None Specified	\$0.00	Connected School Communities	
English Learner Advisory Council meetings will be held 4 times a year to review EL data and provide input to School Site Council as to actions which will support English Learners	None Specified	\$0.00	Connected School Communities	
School administration and teachers use Class Dojo to communicate with families in real time.	None Specified	\$0.00	Connected School Communities	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$2,972.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Mental Health Counselor and School Social Worker provide social-emotional support for students and families Additional Recreational Aide hours for student support.	None Specified	\$2,972.00	Healthy Environments for Social-Emotional Growth	

Ottomon Way Elementary School

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$2,972.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff meets throughout the year to regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement	1000-1999: Certificated Personnel Salaries	\$3,749.00	Engaging Academics	
K-1 uses ESGI application to monitor students phonological progress.	5000-5999: Services And Other Operating Expenditures	\$573.00	Engaging Academics	
Purchase curriculum to support phonological skills.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academics	
Purchase supplemental math materials	4000-4999: Books And Supplies	\$5,000.00	Engaging Academics	
Students use Lexia Core 5 to develop and extend foundational reading skills.	5000-5999: Services And Other Operating Expenditures	\$10,500.00	Engaging Academics	
Project Wisdom annual subscription for character education/social-emotional learning	5800: Professional/Consulting Services And Operating Expenditures	\$529.00	Healthy Environments for Social-Emotional Growth	
Publish school newsletters in Smore to allow for translation of newsletter content.	5800: Professional/Consulting Services And Operating Expenditures	\$149.00	Connected School Communities	
Staff will engage in outreach with our families to support student engagement.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	

Ottomon Way Elementary School

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Incorporate the Artful Learning model of instruction to encourage students to explore self-expression and understanding of core-content through varied modalities of artistic expression enabling students to develop college and career skills.	None Specified	\$0.00	Clear Pathways to Bright Futures	
Project Wisdom lessons provide students with anecdotes which emphasize perseverance and choosing challenges. Teachers extend the lessons through conversations with students.	None Specified	\$0.00	Clear Pathways to Bright Futures	

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Ottomon Way Elementary School Total Expenditures: \$34,472.00