



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
Thomas Kelly Elementary School	34-67447-6034631	10/27/2020	11/17/2020

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

Additional Targeted Support and Improvement

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.

The Student 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

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Root Cause Analysis.....	6
Resource Inequities	7
Stakeholder Involvement	8
Resource Inequities	8
Goals, Strategies, & Proposed Expenditures.....	9
SPSA/Goal 1	9
SPSA/Goal 2.....	13
SPSA/Goal 3.....	17
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.....	28
School Site Council Membership	29
Recommendations and Assurances	30

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 attendance records and teacher survey of zoom synchronous and student completion of asynchronous work as well as survey data for synchronous learning weekly percentage rate and asynchronous engagement-weekly assignment completions.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings: 90%
3. Engagement in asynchronous learning as measured by assignment completion: 75%
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate: 98.99%

Synchronous learning weekly percentage rate: 88%

Asynchronous engagement - weekly assignment completion rate: 75.5%

Learning loss - to be determined.

Target groups:

Analysis prior to Distance Learning:

Thomas Kelly Enrollment through the use of Dashboard:

enrollment: 502

Socioeconomically Disadvantaged: 62.7%

English Learners: 11.6%

Foster Youth: 0.2%

English Learners: 58 students

Foster Youth: 1

Homeless: 25

Socioeconomically Disadvantaged: 315

Students with Disabilities: 62

African American: 39

American Indian: 4

Asian: 13

Filipino: 7

Hispanic: 112

Two or More Races: 30

Pacific Islanders: 2

White: 294

English Language Arts:

Hispanic: 79.8 points below standard

Socioeconomically Disadvantaged: 56.5 points below standard

White: 23.4 points below standard

Overall: 42.7 points below standard

Math:

Hispanic: 93.3 points below standard

Socioeconomically Disadvantaged: 78 points below standard

White: 43.3 points below standard

Overall: 61.2 points below standard

English Learner Progress:

Level 4- Well Developed 24.1%

Level 3- Moderately Developed 35.2%

Level 2- Somewhat Developed 24.1%

Level 1- Beginning Stage 16.7%

Through the use of Dashboard, students who were chronically absent:

- Students with Disabilities: 10.9%
- Homeless: 33.3%
- White: 9.4%
- Hispanic: 19.5%
- Socioeconomically Disadvantaged: 15.9%
- African American: 20.7%
- English Learners: 11.1%

Through the use of Dashboard, students who were suspended:

- African American: 1.62%
- Hispanic: .76%
- Homeless: 0%
- Students With Disabilities: 6.52%
- Socioeconomically Disadvantaged: 1.5%
- White: .73%
- English Learners: 0%

Analysis as of now in distance learning:

Thomas Kelly Enrollment through the use of Dashboard:

enrollment: 396

English Learners: 11.62%

English Learners: 46 students

Students with Disabilities: 20

African American: 34

American Indian: 5

Asian: 17

Hispanic: 105

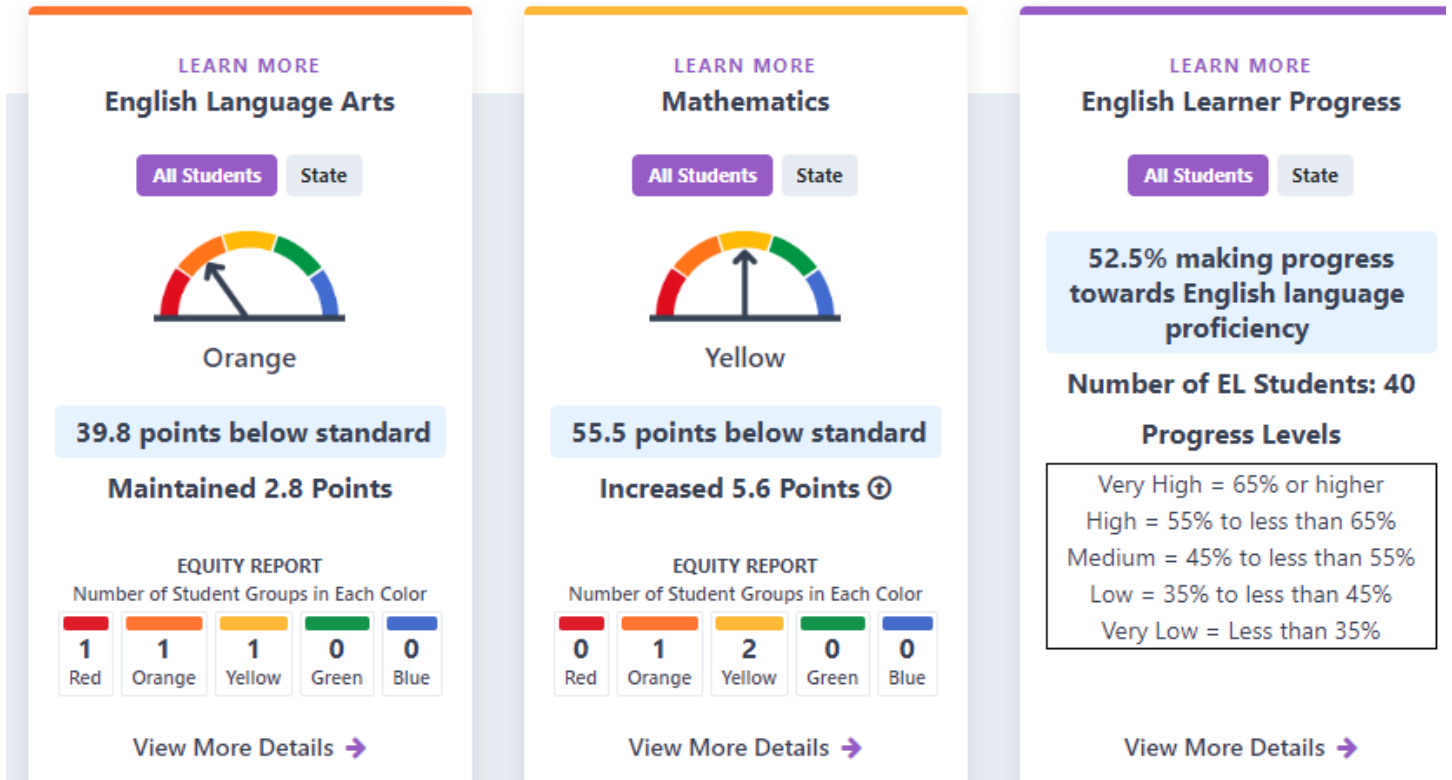
Two or More Races: 21

Pacific Islanders: 5

White: 209

Student Group Report for 2019

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

Attendance: Students are not attending due to parents working, work schedule, poor internet service, daycare not able to have that many students online at once. English Learners have difficulty navigating all of the platforms.

Lack of engagement in synchronous learning is attributed to not being able to log into Zoom, Google Classroom, Portal. This was heightened after the authentication process. Now that we are more than a month into the school year, this has improved greatly.

Lack of assignment completion stems from having difficulty with electronically turning in work or having difficulty locating the assignment as we are passing out work for a month at a time.

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:

Our school site was designated a TSI school for the area of suspension and chronic absenteeism. Last year I was informed that we would be moving out of TSI status as our numbers had improved.

Suspension:

- In the 17-18 school year we had 10.24% home suspension for Socioeconomically Disadvantaged Students
- In the 18-19 school year we had 2.69% home suspension for Socioeconomically Disadvantaged Students
- In the 19-20 school year we had 0.90% home suspension for Socioeconomically Disadvantaged Students

- In the 17-18 school year we had 7.82 % home suspension for All students
- In the 18-19 school year we had 2.08% home suspension for All students
- In the 19-20 school year we had 1.62% home suspension for All students

Attendance:

- In the 17-18 school year we had 93.8% attendance for socioeconomically disadvantaged students
- In the 18-19 school year we had 94.0% attendance for socioeconomically disadvantaged students
- In the 19-20 school year we had 94.8% attendance for socioeconomically disadvantaged students

- In the 17-18 school year we had 94.4% attendance for All students
- In the 18-19 school year we had 94.5% attendance for All students
- In the 19-20 school year we had 95.2% attendance for All students

Chronic Absenteeism:

- In the 17-18 school year we had 19.9% chronic absenteeism for socioeconomically disadvantaged students
- In the 18-19 school year we had 18.7% chronic absenteeism for socioeconomically disadvantaged students
- In the 19-20 school year we had 15.9% chronic absenteeism for socioeconomically disadvantaged students

- In the 17-18 school year we had 16.0% chronic absenteeism for all students
- In the 18-19 school year we had 15.1% chronic absenteeism for all students
- In the 19-20 school year we had 13.8% chronic absenteeism for all students

Based on this data we have seen improvement through the use of our School Community Intervention Assistant position. We will be shifting this position to a Campus Monitor and increasing our Attendance Clerk time to address attendance.

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.

In an attempt to address suspension, safety, school culture, high expectations and caring relationships we used the majority of our LCFF funding last year to pay for a school community Intervention Assistant. This position has shown positive results in lowering suspension and meeting the needs of students proactively rather than waiting for an issue to surface. After analyzing how we utilized the position, we held staff discussions and determined that a 6 hour campus monitor would be better for this year along with an additional hour for our attendance clerk. Our Title 1 funding will be used to support students in distance learning through a variety of online programs, through materials for student use at home for academic supports, trainings for staff around best instructional strategies, TV's to be able to monitor and address student needs in distance learning, and materials for assessing students to minimize learning loss.

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

- SWD NIC TSI group formed and attending meetings to deepen understanding
- LCAP Community Forum group formed with parents, classified, certificated representation
- Beginning of the year, data was shared with staff
- Coffee with Costa, a parent forum, data was shared with parents
- Wednesday Collaboration to gain input from teachers on how they would like to spend LCFF funding
- Staff Meeting, broke down each budget. LCFF and Title 1 budget was broken down item by item, showing costs of items

Resource Inequities

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

Last year we decided to pilot i-Ready Language. For only \$250.00 more than what we were spending the previous year on 75 site licenses of Lexia.

This year the district was able to provide iReady reading and math to all of the schools to assist with distance learning.

We were able to send four teachers to GLAD training last year. This created a resource inequity as others also shared afterwards that they would have liked to attend the training. Due to cost, we were not able to afford others to attend. This year we budgeted to allow for ten more teachers to attend GLAD training. Each year we plan to add to those attending training.

As we are an International Baccalaureate Primary Years Programme each year we have to ensure that all of our new staff are IB trained. At the same time we have to have continuing training for our veteran IB staff members. As we are in a distance model, we plan to send both new and veteran staff to virtual distance learning IB professional development.

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.

From when we were first identified as a TCI school in the area of chronic absenteeism and suspension we have made great improvements in these two areas and no longer are identified. Our work with attendance improvement, our plan, and the implementation have shown that it is working however with distance learning it is more important than ever to stay connected with families so that students attend regularly.

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

In the past we worked on using the resources we had differently. Now we will be adding to our Attendance Clerks hours so that we can do even more. As the room environments have become more virtual environments it is more important now than ever to invest in technology to meet the distance learning needs of students and for teachers to be able to see their students on a much larger screen

than their computer screen for nuisances in building community relationships with students and families and providing access for the best opportunities that our school has to offer.

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

The major changes are in investing in our attendance clerks hours to provide additional supports to students and families and to invest in our virtual environment infrastructure so that teachers can work remotely through the apple tv device and a 75" television to provide the best virtual distance learning and eventually hybrid learning model possible to students.

2020-21

Identified Need

We will be adding additional time to our School Attendance Clerk position. We were previously a TCI school for Chronic Absenteeism. By adding time to the attendance clerk position it allows for our clerk to reach out to families on a more personal level building collaborative relational trust to increase overall attendance by listening to family needs and connecting the family to resources.

During distance learning it has been challenging to see the entire class on a small computer screen. By purchasing the 75" TV's along with the Apple TV boxes, teachers will be able to directly link their computers with the television screens and be able to better meet the needs of the students at home. This will be important when we return to a hybrid model. We have used projectors in the past that don't last as long as the televisions and are dependent on the lighting of the room and the brightness of the bulb output. The television screens can be seen clearly from any angle and with the lights turned on and the drapes open to allow for the windows to be open. This will help connect the families with the home to school connection as teachers will be able to visually see their class at home better both with distance learning and when we return to a hybrid model of instruction.

Our Community Liaison helps to assist with a personalized safety net for the families and acts as a home to school bridge for a feedback loop from the parent community.

The Swank movie license allows teachers to show multimedia to connect what students are learning about to a visual representation for further understanding.

Annual Measurable Outcomes

Metric/Indicator

Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.

Baseline 2019-20

The overall rating of questions in the parent involvement section that strongly agree or agree is 94.4%

Expected Outcome 2020-21

The expected outcome for the overall rating of questions in the parent involvement section that strongly agree or agree will be 97.4%

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.

The overall rating of questions in the School Decision Making section that strongly agree or agree is 85.4%

The expected outcome for the overall rating of questions in the School Decision Making section that strongly agree or agree will be 88.4%

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
1.1	Additional hour for attendance clerk.	All Students English Learners Low-Income Students Foster Youth X Other students with chronic absenteeism	Site Administration	LCFF Supplemental Site Allocation	9,200	School year 2020-2021
1.2	14 Samsung 7 series 75" class LED TV's with cords, recycle fees and cart	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Title I Part A Site Allocation	22,372	School year 2020-2021
1.3	17 Apple TV boxes	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Title I Part A Site Allocation	2,720	School year 2020-2021

1.4	Community Liaison	All Students English Learners X Low-Income Students Foster Youth Other	Site Administration	Title I Part A Parent Involvement	2,781	School year 2020-2021
1.5	Swank movie license	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Title I Part A Parent Involvement	536.00	School year 2020-2021

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 Socio-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.

1. Last year we paid for a School Community Intervention Assistant position. After staff reflected on how the position was being utilized it was determined that we should hire a Campus Monitor in place of the School Community Intervention Assistant to better meet the needs of the school.

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

2. The major difference was that last year we weren't having the School Community Intervention Assistant providing as many actual intervention groups as we were utilizing the position to provide breaks for students, alternative recess times, and time to de-escalate by going for a walk. It was determined that a Campus Monitor would meet this need more effectively than a School Community

Intervention Assistant. Having a campus monitor will be imperative in keeping pods of students separated when we return to a hybrid model of instruction.

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.

3. We will be changing the School Community Intervention Assistant position to a Campus Monitor position. We will continue to monitor the effectiveness by analyzing office referrals, suspension data, teacher initiated suspensions, attendance rate, Chronic Absenteeism, and Winter Survey.

2020-21

Identified Need

For the 2020-2021 school year we will need a Campus Monitor Position to assist with students as we transition back to a hybrid model. This position will assist in keeping pods of students separated and to provide breaks and alternatives for students who are having difficulty with the transition of distance learning to a hybrid model. A schoolwide training around behavioral management systems will be implemented through Fred Jones to provide more tools for teachers to utilize as students have been out a brick and mortar structure of school since March 13th.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Chronic Absenteeism	By the end of the year in 2019-2020 school year we had 13.8% of students who were listed as Chronically Absent.	By the end of the 2020-2021 our expected outcome is to reduce the percentage rate of students identified as Chronically Absent to 10.8%
Attendance rate	Our attendance rate at the end of the 2019-2020 school year was 95.2%.	Our expected outcome for the end of the 2020-2021 school year is to have our attendance rate be 98.2%
District Survey - School Culture Staff. Percent strongly agree/agree overall.	The overall rating of school culture by staff was 85.7%	The expected outcome of school culture by staff will be 88.7%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	The overall rating of school culture by parents was 91.3%	The expected outcome of school culture by parents will be 94.3%
District Survey - School Culture Student. Percent strongly agree/agree overall.	The overall rating of school culture by students was 72.1%	The expected outcome of school culture by students will be 75.1%

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Survey - Safety Staff. Percent strongly agree/agree overall.	The overall rating of school safety by staff was 100%	The expected outcome is to maintain 100% by staff feeling safe
District Survey - Safety Parent. Percent strongly agree/agree overall.	The overall rating of school safety by parents was 93.8%	The expected outcome of school safety by parents will be 96.8%
District Survey - Safety Student. Percent strongly agree/agree overall.	The overall rating of school safety by students was 78.1%	The expected outcome of school safety by students will be 81.1%

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	Campus Monitor	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation	35,584	School year 2020-2021
2.2	Extra hour for Rec Aide	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	2,370	School year 2020-21

2.3	Fred Jones	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Title I Part A Site Allocation	795	School year 2020-2021

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.

1. The schools focus on writing for the last two years has helped in all academic areas. In particular, we have seen growth in the areas of mathematics as students have been able to explain their reasoning and thinking in a logical constructed written argument in their constructed responses in the math section of tests. The school's SBAC scores are below standard however they are increasing.

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

2. Last year we sent five teachers to GLAD training. This year we will expand that to ten more teachers to help meet the learning needs of our students. As so much instruction is online, we are expanding the options that teachers have to provide meaningful asynchronous work during distance learning and when we return to a hybrid model with subscriptions to a variety of learning

websites. We know that not all of the students have the same materials at home so we are ensuring that all have equal access by providing material pickup times once a month and providing what students will need to be successful at home.

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.

3. The major change this year is by expanding our virtual room environment to a variety of websites and providing materials for at home learning. We will be expanding how we measure our outcomes with ESGI, ELPAC scores, Running Records, Accelerated Reader, SBAC scores, as well as local testing data.

2020-21

Identified Need

Interventions are needed for at risk students in the area of reading, language arts. We are exploring other interventions to meet individualized needs for English Language Learners and focused intervention strategies and supports ie. GLAD training, STARFALL, Heggerty Kits, i-Ready language. We also want to enhance the ability to progress monitor with ESGI, Running Records, Data conversation release times, and Accelerated Reader. We know that all students do not have the same resources at home for distance learning and for when we come back to a hybrid model. We specifically put money aside to be able to provide an equitable virtual learning environment for at home learning as well as by putting money aside for a new printer as printing demands have increased and teachers are finding it challenging to print materials for the once a month materials pick up time.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	The overall Climate of Support for Academic Learning as measured by students on the 2019-2020 Winter School Survey was 79.6%	The expected outcome of the overall Climate of Support for Academic Learning as measured by students on the 2019-2020 Winter School Survey will be 82.6%
SBAC Math Scores Overall 2019 CA School Dashboard	55.5 points below standard, increased 5.6 points from 2018-19, yellow status	The expected SBAC Math Scores Overall will move to green
SBAC ELA Scores Overall 2019 CA School Dashboard	39.8 points below standard, maintained by 2.8 points, status orange	The expected SBAC ELA scores will move to yellow

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	GLAD Training for 10 teachers	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	14,000	School year 2020-21
3.2	STARFALL	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	270	School year 2020-21
3.3	IB Resource Teacher .20 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only)	32,243	School year 2020-21
3.4	Heggerty Kits	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	431	School year 2020-21

3.5	Headphones	All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	2,644.02	School year 2020-21
3.6	3 ESGI licenses for Transitional Kindergarten and Kindergarten	All Students English Learners Low-Income Students Foster Youth X Other TK-K students	Principal	Title I Part A Site Allocation	578.61	School year 2020-2021
3.7	8 new Running Records Boxes	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	6,133.36	School year 2020-2021
3.8	Accelerated Reader site license	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	4,233	School year 2020-2021
3.9	Data Conversation	X All Students English Learners Low-Income Students	Principal	Title I Part A Site Allocation	4,185	School year 2020-2021

	release time for staff	Foster Youth Other				
3.10	4 chrome book carts	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	37,592	School year 2020-2021
3.11	Materials and supplies to support students with distance learning as Hybrid so that they have materials at home to support them in their learning as well as in the classroom.	All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	14,136.88	School year 2020-2021
3.12	Brain Pop and Brain Pop Jr.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	2,950	School year 2020-2021

3.13	HP LaserJet Enterprise M507dn	All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	530.13	School year 2020-2021
3.14	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daiily. .50 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental English Learner Central	65,770	School year 2020-21

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

College, Career, Citizen Ready

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.

This is a new goal for this year.

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

2020-21

Identified Need

Our school is an International Baccalaureate Primary Years Programme. Every staff member has to be trained to keep our authorization status. This year our site will be going through re-authorization evaluation. As the teachers learn the IB Philosophical Pedagogy of the program it will assist them with gaining a better world view and appreciation for culture and the where they fit into the world themselves. As students are discovering their limitless potential, and through coordinated efforts of helping them to navigate their place in a world view it will prepare them for college, career and bright futures filled with opportunity as they learn about differences in point of view, perspective, cultures and themselves. Students will expand what they are learning in Spanish to synchronous work through the learning platform of Rockalingua. When we return to a hybrid model, our Transitional Kindergarten and Kindergarten students will need added support to help create smaller groupings for both academic and social emotional learning to ground them in a better opportunity for growth to work towards a brighter future.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
A way to measure is through students IB portfolios, and through their Spanish report card grades.	New goal this year	

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	9 new teachers online distance IB training	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	4,050	School year 2020-21
4.2	IA to support Tk and Kindergarten	All Students English Learners Low-Income Students Foster Youth	Principal	Title I Part A Site Allocation	28,580	School year 2020-21

		X Other TK and Kindergarten				
4.3	Rockalingua Spanish Curriculum	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	299.00	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	\$294,984.00

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 Centralized Services (District Only)	\$34,613.00
LCFF Supplemental English Learner Central	\$65,770.00
LCFF Supplemental Site Allocation	\$44,784.00
Title I Part A Parent Involvement	\$3,317.00
Title I Part A Site Allocation	\$146,500.00

Subtotal of state or local funds included for this school: \$294,984.00

Total of federal, state, and/or local funds for this school: \$294,984.00

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	44784	0.00
LCFF Supplemental English Learner Central	65,770	0.00
Title I Part A Site Allocation	146500	0.00
Title I Part A Parent Involvement	3317	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	34,613.00
LCFF Supplemental English Learner Central	65,770.00
LCFF Supplemental Site Allocation	44,784.00
Title I Part A Parent Involvement	3,317.00
Title I Part A Site Allocation	146,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	255,409.87
2000-2999: Classified Personnel Salaries	2,370.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	32,243.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	2,370.00
	LCFF Supplemental English Learner Central	65,770.00

	LCFF Supplemental Site Allocation	44,784.00
	Title I Part A Parent Involvement	3,317.00
	Title I Part A Site Allocation	37,204.13
	Title I Part A Site Allocation	109,295.87

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,609.00
Goal 2	38,749.00
Goal 3	185,697.00
Goal 4	32,929.00

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
Jon Rogers	Other School Staff
Elle Halvorson	Classroom Teacher
Christina Blaine	Classroom Teacher
Kristin Miller	Classroom Teacher
Josh Costa	Principal
	Parent or Community Member
Amanda Morris	Parent or Community Member
Sue Charles	Parent or Community Member
Nadia Benarbia	Parent or Community Member
Razika Benantar-Dali	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

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

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

This SPSA was adopted by the SSC at a public meeting on 10/27/2020.

Attested:

On File

On file

Principal, Josh Costa on 10/27/2020

SSC Chairperson, Christina Blaine on 10/27/2020

Budget By Expenditures

Thomas Kelly Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra hour for Rec Aide	2000-2999: Classified Personnel Salaries	\$2,370.00	Healthy Environments for Socio-Emotional Growth	
IB Resource Teacher .20 FTE		\$32,243.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$34,613.00

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

Funding Source: LCFF Supplemental English Learner Central \$65,770.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. .50 FTE ELD Teacher		\$65,770.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$65,770.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$44,784.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Thomas Kelly Elementary School

Additional hour for attendance clerk.	\$9,200.00	Connected School Communities
Campus Monitor	\$35,584.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$44,784.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$3,317.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Liaison		\$2,781.00	Connected School Communities	
Swank movie license		\$536.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$3,317.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation **\$146,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
14 Samsung 7 series 75" class LED TV's with cords, recycle fees and cart		\$22,372.00	Connected School Communities	
17 Apple TV boxes		\$2,720.00	Connected School Communities	

Thomas Kelly Elementary School

Fred Jones	\$795.00	Healthy Environments for Socio-Emotional Growth
GLAD Training for 10 teachers	\$14,000.00	Engaging Academic Programs
STARFALL	\$270.00	Engaging Academic Programs
9 new teachers online distance IB training	\$4,050.00	College, Career, Citizen Ready
IA to support Tk and Kindergarten	\$28,580.00	College, Career, Citizen Ready
Rockalingua Spanish Curriculum	\$299.00	College, Career, Citizen Ready
Data Conversation release time for staff	\$4,185.00	Engaging Academic Programs
4 chrome book carts	\$37,592.00	Engaging Academic Programs
Materials and supplies to support students with distance learning as Hybrid so that they have materials at home to support them in their learning as well as in the classroom.	\$14,136.88	Engaging Academic Programs
Brain Pop and Brain Pop Jr.	\$2,950.00	Engaging Academic Programs
HP LaserJet Enterprise M507dn	\$530.13	Engaging Academic Programs
Heggerty Kits	\$431.00	Engaging Academic Programs
Headphones	\$2,644.02	Engaging Academic Programs

Thomas Kelly Elementary School

3 ESGI licenses for Transitional Kindergarten and Kindergarten	\$578.61	Engaging Academic Programs
8 new Running Records Boxes	\$6,133.36	Engaging Academic Programs
Accelerated Reader site license	\$4,233.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$146,500.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Thomas Kelly Elementary School Total Expenditures: \$294,984.00