

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earl LeGette Elementary School	34 67447 6034672	June 7, 2021	September 28, 2021

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)

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

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

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

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

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

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Involvement with developing the School Plan began in the winter of school year 2020-21. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. Each group noted the success of improving school climate and parent customer service, as well as a large increase school-wide in math performance.

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

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

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

With the school year consisting primarily of distance learning, stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating skill loss.

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

- data compared to 2019-2020
- how to best support teachers and students through a distance learning model
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction

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

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

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

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

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

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

Resource Inequities

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

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

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

Professional Learning: Teachers will focus their learning around social/emotional strategies and Second Step, while also collaborating around the new science adoption and designing effective Tier 1 and Tier 2 interventions.

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

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

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

In past years, resources have typically been spent "big picture" on teacher release time, interventions, and school climate. The focus has always been on specific academic and culture areas. But last year, 2020-21, resources were allocated more precisely. The process of talking more in-depth with stakeholders and gathering both quantitative and qualitative input have allowed us to dig deeper into root causes and assigning resources to those areas.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

All goals and activities were implemented as intended.

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

N/A

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.

N/A

2020-21

Identified Need

With the 2020-21 school year being mainly through distance learning, students until their return had been out of school for over a year. When the majority of students returned to LeGette, staff noticed a large number of students forgetting what the school environment was like and what it meant to be a community of learners. It was clear, based on anecdotal evidence, that students could use lessons on basic principals of respect, manners, and the like. It's also clear that students need more learning around conflict management and have a number of social/emotional needs that need to be met.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Student Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- School climate is positive, nurturing and caring.	89.2%	92.2%
Student Survey: SAFETY- This school is a safe place for all students.	89.7%	92.7%
Student Survey: SAFETY- Bullying is an issue on our campus.	11.0%	6.0%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students feel a like a part of a school community.	79.9%	84.9%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- People are respectful to others at my school.	80.5%	85.5%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students are happy to be at school.	80.5%	85.5%
Student Attendance Rate	97.13%	97.63%
SAEBRS: When something bad happens it takes me awhile to feel better. (Often/Almost Always)	38.2%	33.2%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SAEBRS: I feel nervous. (Often/Almost Always)	22.4%	17.4%
SAEBRS: I have trouble working alone. (Often/Almost Always)	20.9%	15.9%
SAEBRS: I like to try new things. (Sometimes/Never)	29.9%	24.9%
SAEBRS: I get good grades. (Sometimes/Never)	26.4%	21.4%
SAEBRS: I like school. (Sometimes/Never)	27.6%	22.6%
SAEBRS: I participate in class. (Sometimes/Never)	18.5%	13.5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Implement virtual or in-person assemblies and programs that promote positive behavior, antibullying, and recognition of our community.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,000	September 2021-May 2022

1.2	Purchase materials to support the teaching and modeling of respectful communication , character development, and conflict resolution throughout the school community.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	September 2021-May 2022
1.3	Implement school-wide Character Education program/curriculum and social/emotional learning.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	September 2021-May 2022

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2020-21 were mostly implemented successfully. However, due to students remaining in distance learning until the end of March, the impact from those actions were difficult to measure. Project Wisdom themes were communicated weekly through the school principal's weekly video. Though incentives were offered to students via classroom recognition, those incentives were not enough to increase student engagement with distance learning.

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

The only action not needed was in the area of monitoring student Behavior Intervention Plans. There were no students on BIPs.

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

We will continue with the current goals and add more in relation to social/emotional learning and support for students. Additionally, more resources will be allocated through LCFF and grant funds to assist with staff SEL professional development.

2020-21

Identified Need

We still need opportunities for EL and Low SES students to experience positive interactions with other students and refine social skills; Though improved, we need to intervene early-on with special education students to improve behavior and avoid on-site or home suspensions; Increase EL and Low SES attendance rates and decrease chronic absence rates; and, Refine classroom environment strategies in order to increase student sense of belonging, to better understand what students perceive as disrespect, to further develop a caring/nurturing community, and to teach students the difference between disrespect and true bullying. Additionally, with students being out of school for over a year, expectation re-training and school enculturation need to take place. This would include teaching conflict management strategies and developing programs school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Student Survey: HIGH EXPECTATIONS/CARING RELATIONSHIPS- School climate is positive, nurturing, and caring.	89.2%	92.2%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Student feels a like a part of a school community.	79.9%	84.9%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students like learning from other students.	63.8%	68.8%
SAEBRS: I have trouble working alone. (Often/Almost Always)	20.9%	15.9%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- People are respectful to others at my school.	80.5%	85.5%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students feel close to people at my school.	68.3%	73.3%
Student Survey: SCHOOL CULTURE/SENSE OF BELONGING- Students are happy to be at school.	80.5%	85.5%
SAEBRS: I like school. (Sometimes/Never)	27.6%	22.6%
SAEBRS: I like to try new things (Sometimes/Never)	29.9%	24.9%
Student and Staff Survey: SAFETY- Bullying is an issue on our campus.	11.0%, 12.1%	6.0%, 7.1%
Parent Survey: SAFETY- School staff takes student concerns seriously.	70.3%	75.3%
Parent and Staff Survey: ACADEMIC PROGRESS- Staff at my school provide resources or ideas that help parents support their students at home.	70.6%, 75.0%	75.6%, 80.0%
Parent and Staff Survey: PARENT INVOLVEMENT- The staff at our school listen to parent concerns about issues.	72.0%	77.0%
Staff Survey: SAFETY- Concerns about staff safety are addressed in an appropriate and timely manner.	87.9%	90.9%
Parent, Student, and Staff Survey: PARTICIPATION/ ENGAGEMENT/ MOTIVATION- Students are excited in what they are learning.	67.6%, 64.4%, 97.0%	72.6%, 69.4%, 98.0%
Parent, Student, and Staff Survey: PARTICIPATION/ ENGAGEMENT/ MOTIVATION- School provides	61.2%, 53.0%, 87.9%	66.2%, 58.0%, 90.9%

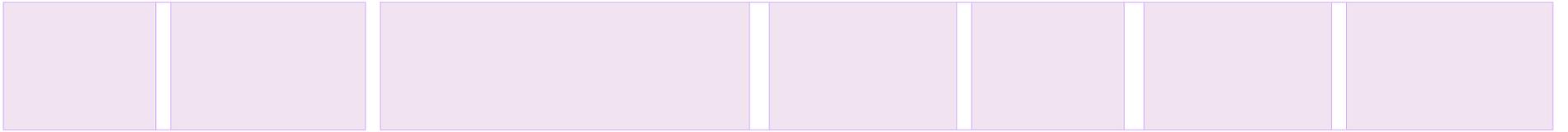
Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
opportunities for academic support when students are struggling.		
Student Attendance Rate	97.13%	97.63%
Chronic Absence Rates	4.6%	4.1%
In-School Suspensions (Overall, EL, Low SES)	0.37%, 0.00%, 0.00%	0.2%, 0.00%, 0.00%
Home Suspensions (Overall, EL, Low SES)	0.92%, 0.00%, 0.70%	0.50%, 0.00%, 0.35%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase materials to support the teaching and modeling of respectful communication, character development, and conflict resolution throughout the school community.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	September 2021-May 2022
2.2	Offer incentives for positive attendance and engagement.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation	1,500	September 2021-May 2022

				4000-4999: Books And Supplies		
2.3	Implement school-wide Character Education program/curriculum and social/emotional learning.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	September 2021-May 2022
2.4	Monitor behavior and develop effective Behavior Intervention Plans for students to avoid on-site or home suspension.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	300	September 2021-May 2022
2.5	Purchase SEL based books for staff book study.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	August 2021-May 2022



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2020-21 were mostly accomplished, even with being in distance learning the majority of the year. Teachers reported that it was difficult to offer interventions for students in need, because of their diminished stamina of being online. This was especially true for our EL and Low SES students. The purchasing of resources for online use by students and teachers proves highly beneficial during distance learning. And finally, our TK-2 teachers made great strides in refining their phonemic awareness and reading programs in spite of the distance learning challenges.

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

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

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

We will continue to look into developing interventions both during the day and before/after school (when we return to in-person instruction). Though the interventions are assisting our students, we'll look for methods that will reach more students in a timely fashion.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
iReady Reading Diagnostic (school wide, Grades 2-6)	41.4% (view with caution due to assessment being taken at home)	51.4%
iReady Reading Diagnostic (Low SES)	Baseline	Increase or maintain
iReady Reading Diagnostic (EL)	Baseline	Increase or maintain
iReady Math Diagnostic (school wide, Grades 2-6)	36.0% (view with caution due to assessment being taken at home)	46.0%
iReady Math Diagnostic (Low SES)	Baseline	Increase or maintain
iReady Math Diagnostic (EL)	Baseline	Increase or maintain
Text Level (Gr K-2)	TBD	TBD
Text Level (Gr K-2, EL)	TBD	TBD
Text Level (Gr K-2, Low SES)	TBD	TBD
ELPAC Levels 3 and 4 (overall)	TBD	TBD
ELPAC Levels 3 and 4 (oral)	TBD	TBD
ELPAC Levels 3 and 4 (writing)	TBD	TBD

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SAEBRS: I get good grades. (Sometimes/Never)	26.4%	21.4%
SAEBRS: I like school. (Sometimes/Never)	27.6%	22.6%
SAEBRS: I participate in class. (Sometimes/Never)	18.5%	13.5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase phonemic awareness and program instructional materials.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	September 2021-May 2022
3.2	Purchase supplemental ELD materials and supplies.	All Students X English Learners Low-Income Students Foster Youth Other	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	September 2021-May 2022

3.3	Purchase online curricular subscriptions to support student learning	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,550	September 2021-May 2022
3.4	Offer before, during, or after school reading intervention classes.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5,150 2,000	September 2021-May 2022
3.5	Purchase science consumables	X All Students X English Learners X Low-Income Students	Principal and Teachers	LCFF Supplemental	2,000	September 2021-May 2022

	to enhance hands-on learning.	X Foster Youth X Other Homeless		tal Site Allocation 4000-4999: Books And Supplies		
3.6	LexiaCore5 reading will be used as a supplemental intervention for TK-2 students.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers			September 2021-May 2022
3.7	iReady will be used for math and reading at all levels.	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal and Teachers			September 2021-May 2022

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: 2020-21

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.

Implementation of the activities were done as intended.

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

N/A

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.

N/A

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Parent and Student Survey: COLLEGE AND CAREER - Students and parents know what classes they will have to take and pass to graduate from high school.	46.4%, 35.8%	51.4%, 40.8%
Parent Survey: ACADEMIC PROGRESS- Students receive timely and regular feedback on their learning.	72.5%	77.5%
Parent and Student Survey: PARTICIPATION/ ENGAGEMENT/ MOTIVATION- Students are prepared for the next step of their educational experience.	69.6%, 76.7%	74.6%, 81.7%
Parent and Student Survey: COLLEGE AND CAREER- Students and parents know the kinds of courses they need to pass to be prepared for college.	45.9%, 35.6%	50.9%, 40.6%

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
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4.1	Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	<ul style="list-style-type: none"> X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless 	Principal and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	350 650	September 2021 - May 2022
4.2	Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.	<ul style="list-style-type: none"> X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless 	Principal and Teachers	LCFF Supplemental Site Allocation 5700-5799: Transfers Of Direct Costs	500	September 2021 - May 2022
4.3	Implement and promote college themed spirit days to	<ul style="list-style-type: none"> X All Students X English Learners X Low-Income Students X Foster Youth 	Principal and Teachers	LCFF Supplemental Site Allocation	500	September 2021 - May 2022

	provide opportunities to explore college interests.	X Other Homeless		4000-4999: Books And Supplies		
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Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
LCFF Supplemental Site Allocation	\$31,500.00

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,800.00
2000-2999: Classified Personnel Salaries	2,300.00
4000-4999: Books And Supplies	15,350.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5700-5799: Transfers Of Direct Costs	500.00
5800: Professional/Consulting Services And Operating Expenditures	5,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,800.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,300.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,350.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental Site Allocation	500.00

5800: Professional/Consulting
Services And Operating Expenditures

LCFF Supplemental Site Allocation

5,550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,000.00
Goal 2	6,800.00
Goal 3	16,700.00
Goal 4	2,000.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 June 7, 2021.

Attested:

on file

on file

Principal, Greg Barge on June 7, 2021

SSC Chairperson, Ben Avey on June 7, 2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Earl LeGette Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement virtual or in-person assemblies and programs that promote positive behavior, antibullying, and recognition of our community.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
Purchase materials to support the teaching and modeling of respectful communication, character development, and conflict resolution throughout the school community.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Implement school-wide Character Education program/curriculum and social/emotional learning.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities	
Purchase materials to support the teaching and modeling of respectful communication, character development, and conflict resolution throughout the school community.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Offer incentives for positive attendance and engagement.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Implement school-wide Character Education program/curriculum and social/emotional learning.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth	
Monitor behavior and develop effective Behavior Intervention Plans for students to avoid on-site or home suspension.	2000-2999: Classified Personnel Salaries	\$300.00	Healthy Environments for Social-Emotional Growth	

Earl LeGette Elementary School

Purchase SEL based books for staff book study.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Purchase phonemic awareness and program instructional materials.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Purchase supplemental ELD materials and supplies.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Purchase online curricular subscriptions to support student learning	5800: Professional/Consulting Services And Operating Expenditures	\$5,550.00	Engaging Academic Programs
Offer before, during, or after school reading intervention classes.	1000-1999: Certificated Personnel Salaries	\$5,150.00	Engaging Academic Programs
Purchase science consumables to enhance hands-on learning.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs
Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	4000-4999: Books And Supplies	\$350.00	Clear Pathways to Bright Futures
Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.	5700-5799: Transfers Of Direct Costs	\$500.00	Clear Pathways to Bright Futures
Implement and promote college themed spirit days to provide opportunities to explore college interests.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures
	1000-1999: Certificated Personnel Salaries	\$650.00	Clear Pathways to Bright Futures
LCFF Supplemental Site Allocation Total Expenditures:		\$31,500.00	
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00	

Earl LeGette Elementary School

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