

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Leroy Nichols
Address	1301 Crescent Ave Lodi, CA 95242
County-District-School (CDS) Code	39685856042154
Principal	Lindsay Streeter
District Name	Lodi Unified School District
SPSA Revision Date	11/01/2021
Schoolsite Council (SSC) Approval Date	11/01/2021
Local Board Approval Date	12/14/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

We, at Leroy Nichols School have a vision for all staff, students, and parents learn how to become the best version of themselves by showing compassion and respect to others while also taking responsibility for their academic and personal growth.

It will be our mission to achieve this by creating a positive, fun, and relevant learning community where all students, staff and parents show compassion and respect to all persons on our campus and in the greater community.

Staff have a mission to hold all students to high academic standards while keeping the whole-child in mind. The staff will set positive examples of how to take responsibility of developing the skills necessary for future success.

Students have a mission to take responsibility for their academic progress by developing the necessary skills to be the best version of themselves. They will learn how to communicate and collaborate while showing compassion and respect to all people.

Parents have a mission to being fully invested in the education of their child. They will actively participate in the personal and academic development of their child so they can effectively and independently participate in the greater community.

Purpose and Description

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

Briefly describe 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 School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

In September 21/22 school year, the Leroy Nichols Leadership Team and the school Administrator review school wide data and made preliminary recommendations to SSC based on the review. In October 2021 SSC met and reviewed recommendations and evaluated data. SSC agreed on a proposed plan for the 2021-22 school year.

In September 2021 Reviewed plan and data with the following groups:

- Annual Title One Parent Meeting at Back to School Night
- SSC- Review recommendations from 2021 proposed plan
- Staff during staff meetings
- School Leadership
- Parent Teacher Conferences- Parent Compacts and Involvement Policy

Throughout the year PTA, SSC, and Staff will continue to monitor the plan, data, and needs of students.

School Profile

Leroy Nichols Elementary School is located on Crescent Ave North of Kettleman Lane. It has been described as a country school located in Central Lodi. Nichols services approximately 366 K-6 students. At each grade level there are two classes. Of these students, roughly 80% of the students are Socio-economically Disadvantaged, 37% are English Learners and approximately 12% are Students with Disabilities and 2% are Foster Youth. The Demographics are diverse as well. Our largest ethnic group is 56% Hispanic, followed by 30% White. We do have 7% of our population who are Asian. Our students and their families speak English, Spanish and Urdu. Nichols also has 3 Special Day Structured Pre- School Classes. This program services approximately 45 students with severe to moderate/ severe Autism. In addition, Nichols has 2 State Pre-School classes which services roughly 40 general education pre-school aged children.

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

In August of the 2021-22 school year, the Leroy Nichols Leadership Team and the school Administrator reviewed school wide data and made preliminary recommendations to SSC based on the review.

Also in August 2021 data was reviewed with parents during Back To School Night- Annual Title One Parent Meeting

September 2021 Reviewed plan to the following parent groups

- Parent / Conference- Parent Compacts and Involvement Policy
- SSC reviews data and makes recommendations for the School Plan

November 2021

- SSC reviews and approves plan

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Leroy Nichols goal for English Language Arts is to increase the percentages of students score at or above the proficiency levels on the K-2 Dibels assessments, 2nd-6th Reading Inventory (RI) Assessment, K-12 LUSD Benchmarks and the 3rd-6th ELA CAASP Assessment by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS	70% of K-2 Students will be proficient on DIBELS EOY assessment	66% of assessed K-2 Students were proficient on the DIBELS EOY assessment
1st-6th RI (Reading Inventory)	41% of 1st-6th grade students will be proficient on RI at the end of the year	53% of assessed students scored proficient on RI at the end of the year.
3rd-6th grad CAASSP (SBAC) ELA	43% of 3rd-6th grade students will be proficient on CAASPP ELA 2020-21	22% of 3rd-6th grade students were proficient on the CAASPP ELA 2020-21 assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA #1:</p> <p>Use of technology based programs to support student learning and engagement. Programs will include but are not limited to iRead, Amplify Reading, Flocabulary, Spelling City</p>	Implemented as planned	<p>Technology Licenses for Flocabulary 5875</p> <p>Technology Licenses Title I 3000</p>	<p>Technology Licenses for Flocabulary 5875</p> <p>Technology Licenses Title I 3000</p>
<p>ELA #2:</p> <p>Supplemental Reading Support for all K-3 student and intermediate students in need of intervention</p> <ul style="list-style-type: none"> 1st-2nd small SIPPS reading groups daily for 30 minutes K small SIPPS reading groups daily for 30 	Implemented as planned	<p>Purchase SIPPS Materials for intervention students 4200 Books</p> <p>Title I 2100</p>	<p>Purchase SIPPS Materials for intervention students 4200 Books</p> <p>Title I 2100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>minutes starting in October Use SIPPS placement and DIBELS data to form groups</p>			
<p>ELA #3: Additional adult support will include</p> <ul style="list-style-type: none"> • assisting in monitoring students during teacher small group instruction in all K-2 classes 1 hour per day 5 days per week • certificated support providing additional small group instruction 	<p>Implemented as planned</p>	<p>Timecards for classified support 2920 Other Class Temp Title I 5000</p> <p>Timecards for certificated support 1150 Teacher Sub Title I 5000</p>	<p>Timecards for classified support 2920 Other Class Temp Title I 5000</p> <p>Timecards for certificated support 1150 Teacher Sub Title I 5000</p>
<p>ELA #4 .5 FTE Intervention Teacher (Read 180 and System 44 pull out)</p> <ul style="list-style-type: none"> • July-Aug. Reviews data to determine appropriate groups <p>Teaches READ 180 and System 44 to 4th-6th graders.</p> <ul style="list-style-type: none"> • Progress Monitors students with SAM (RI) quarterly. • Teacher creates reading goals 	<p>Implemented as planned</p>	<p>Intervention Teacher 1100 Teacher Title I 62137</p>	<p>Intervention Teacher 1100 Teacher Title I 62137</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>with students and rewards students when goal has been met.</p> <p>Quarterly analysis of data to reconfigure groups as needed.</p>			
<p>ELA # 5</p> <p>Provide technology to additional adult supports to assist in small group instruction or monitoring of small groups during distance learning</p>	<p>Technology was ordered but received late due to delays in the supply chain caused by the COVID-19 pandemic.</p>	<p>Purchase additional Teacher Chromebooks 4375 Technology (under \$500) Title I 1968</p>	<p>Purchase additional Teacher Chromebooks 4375 Technology (under \$500) Title I 1968</p>
<p>ELA #6</p> <p>Substitutes for release time:</p> <ol style="list-style-type: none"> 1. Academic Conferences 1/2 day twice a year 2. Observing first good teaching as needed 	<p>Since students were learning virtually through 3rd quarter we were able to hold our academic conferences without having the need for substitutes. Academic conferences were held.</p>	<p>Release time for teachers 1150 Teacher Sub Title I 3000</p>	<p>Release time for teachers 0</p>
<p>ELA #7</p> <p>Support the BRIDGE program</p> <ul style="list-style-type: none"> • Provide Rooms <p>Provide support for student homework: Three teachers and 1 student volunteer provide 3 hours per week of homework support</p>	<p>Rooms were provided to the Bridge program. Teachers provided homework support after school hours but were not a part of the bridge program. Many students did not attend the virtual Bridge program after virtually attending class all day.</p>	<p>Student support funded by ASES</p>	<p>Student support funded by ASES</p>
<p>ELA #8</p> <p>Reading Counts</p> <p>Materials, supplies, books</p> <ul style="list-style-type: none"> • Paper for awards • Prizes for meeting goals • Books for leveled reading 	<p>Purchased as planned</p>	<p>Materials and Supplies 4300 Materials Title I 3000</p> <p>Books for students 4200 Books Title I 7000</p>	<p>Materials and Supplies 4300 Materials Title I 3000</p> <p>Books for students 4200 Books Title I 7000</p>
<p>ELA #9</p> <p>Use Student Planners 4-6</p>	<p>Planners were purchased but were difficult to use as</p>	<p>Student Planners 4300 Materials Title I 400</p>	<p>Student Planners 4300 Materials Title I 400</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue the use of planners to promote student study skills and parent involvement	intended due to the COVID pandemic		
ELA #10 Supply all students earbuds or headphones	Implemented as planned	Earbuds 4375 Technology (under \$500) Title I 250	Earbuds 4375 Technology (under \$500) Title I 250
ELA #11 AVID materials and resources for distance learning and for classrooms once students are back on campus Every Student will have: <ul style="list-style-type: none"> • Binders 4th-6th • Dividers 4th-6th • Pencil boxes 1st-6th • Notebooks • Journals • Organizational materials 	Implemented as planned	Materials and Supplies 4300 Materials Title I 12004	Materials and Supplies 4300 Materials Title I 12000
ELA #12 AVID Conference Send teachers to the Summer Institute <ul style="list-style-type: none"> • Pay registration 	Teachers were unable to attend due to the COVID pandemic	Timecards LCFF	Timecards 0
ELA #13 Teachers will be trained on collecting data using the Data Collection template. Data will be collected quarterly. Teachers will use a Data Reflection Template for analysis and monitoring learning. Teachers will then meet during Academic Conferences two times a year and strategically plan and implement intervention. <ul style="list-style-type: none"> • Meet two times a year by grade levels 	Teachers participated in data collection during data conferences and no release time was needed.	Substitutes 1150 Teacher Sub Title I 0	Substitutes 1150 Teacher Sub Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Release teacher .50 day to discuss: Student performance, group students by abilities for reading groups and enrichment, create "safety net" list for struggling students Teachers will work collaboratively to improve instruction and gain a deeper understanding of the Common Core State Standards 			
<p>ELA #14</p> <p>Additional Mental Health Support 4 hours/ day/ 1 time per week Contracted Services through Mental Health</p>	<p>implemented as planned</p>	<p>No cost necessary - District funded support 5800 Prof and Operating/Consultants Title I</p>	<p>No cost necessary - District funded support 5800 Prof and Operating/Consultants Title I</p>

Analysis

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

Strategies/activities were implemented as planned given the difficulties presented by having students learn virtually through the first three quarters of the school year due to the COVID-19 pandemic. Strategies such as SIPPS small group instruction continued during virtual instruction and in many ways worked very well as teachers were able to work with students in an uninterrupted SIPPS session while additional adult was able to work with students in another Zoom session. There was some difficulty getting materials in a timely manner due to delays in the supply chain caused by the COVID-19 pandemic. For example, the Chromebooks purchased for our additional adult support were delayed. In the meantime we were able to use old devices. This caused some problem with speed and connectivity but we were still able to meet with students in small groups with those obstacles.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students exceeded the targeted goals on their Reading Inventory by 12% but did not meet the targeted goal area on the CAASPP or DIBELS assessments. Students scores on the CAASPP assessment scored 21% lower than the targeted goal. Students overall score on the DIBELS assessment was 4% below the target. Even though students did not meet the targeted 70% overall proficiency on DIBELS they made tremendous growth moving from 42.5% of students proficient on the beginning of the year DIBELS to 66% of students proficient on the end of the year DIBELS assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no substitutes needed for our Academic Conferences as students were learning at home and we were able to conduct academic conferences without subs. Otherwise, all expenditures were paid.

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.

Nichols will be implementing Multi-Tiered Systems of Support and a universal diagnostic assessment. Data will be used from the diagnostics assessment guide our small group instruction. These changes will be found throughout the action steps in this years SPSA plan.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Leroy Nichols 2020-21 goal for Mathematics is to increase the percentages of students score at or above the proficiency levels on the LUSD district math benchmark assessments and the 3rd-6th math CAASPP Assessment by 4% from 2018-19.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6th LUSD Benchmark Data	In 2020-21, K-6th grade students will score 68% proficient on the LUSD Math Benchmarks	Data unavailable due to the COVID-19 Pandemic
3rd-6th CAASPP Math Data	In 2020-21, 3rd-6th grade students will score 38% proficient on CAASPP Math.	3rd-6th grade students scored 17% proficient on the CAASPP Math assessment in 2020-21.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Math #1</p> <p>Plan, schedule and present Teacher Professional Development-focusing on Common Core Math Standards by using district coach support</p> <ul style="list-style-type: none"> Designed a calendar for Professional Development focus Utilized district Math coaches for Professional Development with Think Central and Number Talks Monitor implementation of Depth of Knowledge questioning stems Monitor implementation of engagement 	<p>District math coaches were able to attend a limited number of staff meetings for professional development sessions due to the restrictions of the COVID-19 pandemic.</p>	<p>District Coaches LCFF</p>	<p>District Coaches LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>strategies: think pair share, white boards, wait time</p> <ul style="list-style-type: none"> Utilized SJCOE for Math Professional Development 			
<p>Math #2</p> <p>Standardize Curriculum Expectations and increase rigor in the classroom</p> <p>Use professional development and collaboration time to build teacher capacity in math instruction. Offer release time when needed to observe, plan, or participate in professional development.</p> <ul style="list-style-type: none"> Focus on Explicit Direct Instruction Focus on Student Math Talk Focus on Student Leaders Focus on Quick Practice Focus on Differentiated Instruction <p>Use Data to monitor student progress</p>	<p>Due to the COVID-19 pandemic it was difficult for teachers to maintain and increase rigor during math instructional times.</p>	<p>Site Professional Development LCFF</p>	<p>Site Professional Development LCFF</p>
<p>Math #3</p> <p>Dreambox Engage students in learning through technology-</p> <ul style="list-style-type: none"> Computer adaptive course <p>Students goals are set and monitored Students' goals will be at least 5 lessons per week</p>	<p>Dreambox was implemented as planned.</p>	<p>Technology LCFF</p>	<p>Technology LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide incentives for students meeting weekly DreamBox goals- budgeted in Goal 1			
<p>Math #4</p> <p>Students will be monitored through the Data Collection Sheet after every assessment. Teacher will then use a Data Reflection sheet to reflect on the students' progress quarterly. Discussions regarding intervention will be determined at Academic Conferences two times a year. Then teachers will provide after school intervention- with a focus on math instruction.</p> <ul style="list-style-type: none"> • Use benchmark data to determine student grouping • Focus on skill building • Use the curriculum intervention component 	Monitoring student data occurred as planned.	Data monitoring LCFF	Data monitoring LCFF
<p>Math #5</p> <p>Use of hands on manipulatives and STEM materials to increase academic engagement, rigor and success.</p>	STEM materials were purchased as planned but delivery happened late due to delays in the supply chain caused by the COVID-19 pandemic	Purchase additional STEM materials and manipulatives to increase engagement, rigor, and success. 4300 Materials Title I 15,000	Purchase additional STEM materials and manipulatives to increase engagement, rigor, and success. 4300 Materials Title I 15,000

Analysis

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

Strategies/activities were implemented as planned given the difficulties presented by having students learn virtually through the first three quarters of the school year due to the COVID-19 pandemic. There was some difficulty getting materials in a timely manner due to delays in the supply chain caused by the COVID-19 pandemic. For example the STEM supplies that were ordered arrived late and students were unable to use them to their fullest potential because of

this delay. There were difficulties in implementing rigorous math standards as students would choose to turn off cameras, not show work, or simply not join math class. These challenges made it difficult for teachers to fully assess a students understanding while maintaining appropriate pacing and supports during instruction. Students grew and average of 0.8 of a year growth on Dreambox during distant learning. Dreambox usage decreased when students returned to the classroom setting. This growth is not shown in the targeted data points set forth in the goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our math strategies were not effective during the COVID-19 pandemic. Attendance and technology were challenges at times during the school year and that affected the ability for teachers to provide rigorous instruction both virtually and in person to all students on a consistent basis. Math district benchmark exams were not given and students' CAASPP scores dropped to 17% overall proficient.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Nichols will be implementing Multi-Tiered Systems of Support and a universal diagnostic assessment. Data will be used from the diagnostics assessment guide our small group instruction. These changes will be found throughout the action steps in this years SPSA plan.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

English Learners at Leroy Nichols School will increase the percentage of students who score an overall 3 or 4 on the ELPAC exam by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Data	In 2020-21 66% of English Learners will score an overall 3 or 4.	On the 2020-21 ELPAC Summative assessment 46% of students scored an overall 3 or 4.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD #1</p> <p>Teachers will designate 30 minutes of ELD using the Journey’s ELD component and monitor progress by using the LUSD adopted curriculum assessment.</p> <ul style="list-style-type: none"> Group ELs by ELPAC levels 	Implemented as planned	Classroom teacher	Classroom teacher
<p>ELD #2</p> <p>Teachers will integrate the essential instructional strategies in content lessons: Provide feedback to students based on student output and formative assessment of comprehension and the learning objective.</p> <ul style="list-style-type: none"> Focus on embedded ELD Professional Development and training that will focus on these instructional strategies. 	Implemented as planned	Professional Development	Professional Development

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Para educators will be scheduled in during those times. • Instructional Strategies include: Language objective posted Front loading vocabulary Using complete sentences Think-Pair-Share-Choral response Sentence Frames Use of higher-order questioning and thinking 			
<p>ELD #3 Implement Step- up to Writing Graphic Organizers</p>	<p>Implemented as planned although students being on digital learning for the first three quarters of the year made this action more difficult.</p>	<p>Professional Development</p>	<p>Professional Development</p>
<p>ELD #4 Engage Students in Learning through technology</p> <ul style="list-style-type: none"> • Utilize 1:1 technology to support understanding-stream visuals • Every room standardized with Promethean Board, Elmo, computer and presentation system 	<p>Implemented as planned</p>	<p>Technology 1:1 devices funded by district</p>	<p>Technology 1:1 devices funded by district</p>
<p>ELD #5 Materials and supplies that support instruction for AVID</p> <ul style="list-style-type: none"> • Teachers order material and supplies 	<p>Implemented as planned</p>	<p>Materials and Supplies 4300 Materials Title I 0</p>	<p>Materials and Supplies</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement organizational system: pencil boxes, binder systems, planners 			
<p>ELD #6</p> <p>English Learners will be identified on the Data Collection Sheets by teachers. Teachers will monitor EL's progress quarterly through the Data Reflection sheets and discussed at Academic Conferences.</p> <ul style="list-style-type: none"> Using ELPAC data and MClass data determine intervention groups. Provide EL support with bilingual teacher during after school intervention Using Rosetta Stone 	<p>Implemented as planned</p>	<p>Data monitoring</p>	<p>Data monitoring</p>
<p>ELD #7</p> <p>Embedded ELD support from Bilingual para-educators</p> <ul style="list-style-type: none"> Daily support to English Language Learners to help them access core curriculum ELPAC data for student progress Continue to monitor RFEP students who have met district requirements 	<p>Implemented as planned</p>	<p>Bilingual para-educators</p>	<p>Bilingual para-educators</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Celebrate students who are bilingual at Quarterly Award Ceremonies At grades 4-6 focus on content vocabulary development and comprehension in subjects including Science and Social Studies 			
<p>ELD #8</p> <p>AVID- Academic Language and Literacy Implementation of</p> <ul style="list-style-type: none"> Embed language structures professional development in to Staff Meetings Utilize district coaches during Common Planning and staff meetings Teachers will use research based strategies to support their English Language Learners 	<p>Implemented as planned</p>	<p>Site Professional Development</p>	<p>Site Professional Development</p>

Analysis

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

Action steps for this goal were implemented as planned even through the challenges presented by the COVID-19 pandemic. Students learning remotely allowed teachers to work with EL students in a break out room or zoom session with no other student distractions. The same was true for our Bilingual para professionals providing small group support for our students. One of the challenges for our EL students was writing. It was incredibly difficult to model writing, create shared or guided graphic organizers while allowing students to create their own digitally. This teaching had to be modified as Chromebook screens are too small to effectively split screens and work concurrently with a teacher modeling.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though there were difficulties our EL student population had 46% of students scoring an overall 3 or 4 on the Summative ELPAC assessment. This breaks down to 10 fewer students scoring in the 3 or 4 range than the goal was set for.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Nichols will be implementing Multi-Tiered Systems of Support and a universal diagnostic assessment. Data will be used from the diagnostics assessment guide our small group instruction. These changes will be found throughout the action steps in this years SPSA plan.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Leroy Nichols school will increase involvement by 2% as measured by school sign in sheets at Back to School Night and Open House and Parent/Teacher Conferences

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheet for Back to School Night	55% of our students' parents will attend Back to school night	Back to school Night was held virtually no sign in sheets available
Sign in sheet for Parent Teacher Conference	95% of our students' parents will attend Parent Teacher Conferences	63% of parents attended virtual Parent Teacher Conferences
Class Dojo messages will increase by 5%	20,750 messages will be sent to families using the Class Dojo App as indicated on the 2020-21 Year in Review	31,500 Class Dojo Messages were sent during the 2020-21 school year.
Families connected to the class Dojo App	400 Parents will be connected to Class Dojo for the 2020-21 school year	585 Parents were connected to Class Dojo during the 2020-21 school year.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. PI #1 Provide Families opportunities for family engagement and community building. Activities will include but are not limited to: Families will be notified via Blackboard, Class Dojo, LUSD app or flyers.</p> <p>Family Activity Nights will include</p> <ul style="list-style-type: none"> Designate an evening for event Families will participate together in the provided activities Enjoy friends and create community 	<p>Families connected via ClassDojo with teachers more often than ever since students were home most of the year on distance learning. More parents than ever connected with the school for updates through ClassDojo as well.</p> <p>Family Activity Night supplies were ordered. However due to delays in the supply chain related to COVID-19 materials were not received in a timely manner.</p>	<p>Materials and Supplies for Family engagement nights 4300 Materials Title I: Parent Involvement 1205</p> <p>Bilingual books for family night 4200 Books Title I: Parent Involvement 475</p> <p>Materials and Supplies for Family Engagement Nights 4300 Materials Title I 2000</p>	<p>Materials and Supplies for Family Engagement Nights 4300 Materials Title I: Parent Involvement 1200</p> <p>Bilingual books for family night 4200 Books Title I: Parent Involvement 475</p> <p>Materials and Supplies for Family Engagement Nights 4300 Materials Title I 2000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> PTA may assist or provide the sale of spirit wear and supplies Provide refreshments for families 			
<p>PI #2</p> <p>Provide Bilingual translation for Back to School Night and additional parent meetings</p>	<p>Implemented as planned</p>	<p>Translations 2150 Para Sub Title I: Parent Involvement 500</p>	<p>Translations 2120 Para Temp Title I: Parent Involvement 500</p>
<p>PI #3</p> <p>Community Liaison and Bilingual Para-educators will provide parents with support in translations and navigating school systems throughout the school year</p>	<p>Implemented as planned</p>	<p>No funding necessary</p>	<p>No funding necessary</p>
<p>PI #4</p> <p>General Parent Communication</p> <ul style="list-style-type: none"> Written Communication in both English and Spanish advertising the times Black Board Connect message in both languages Create a schedule of bilingual paras to support each classroom Invite community agency, Child Abuse Prevention Council to sign parents up to 	<p>Implemented as planned</p>	<p>Paper 4300 Materials Title I: Parent Involvement 250</p>	<p>Paper 4300 Materials Title I: Parent Involvement 250</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>attend parent training.</p> <ul style="list-style-type: none"> Bilingual support at Back to school night Bilingual support at Conferences All paper communication translated into Spanish All Black Board connects translated into Spanish 			
<p>PI #5</p> <p>Use ClassDojo as schoolwide and classroom communication with parents. ClassDojo will automatically translate school messages to Spanish for parents or to English for teachers. Teachers will use ClassDojo to message parents for the class or individual student progress and general communication. Parents will also be able to monitor student positive behavior points on ClassDojo.</p>	<p>Implemented as planned</p>	<p>No funds necessary</p>	<p>No funds necessary</p>
<p>PI #6</p> <p>Parent interaction with student work See ELA #11</p> <ul style="list-style-type: none"> Planners for students in 4th-6th grades <p>Parents will also be given the opportunity to join Google Classrooms to monitor assignments, announcements, and grades</p>	<p>Purchased as planned although planners were not used as they typically would have been since students were home on distance learning for 3/4 of the school year.</p>	<p>Student Planners funded in Goal 1 Title I</p>	<p>Student Planners funded in Goal 1 Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI #7 Parent Education Class Parenting Partners Parent information videos for apps and student expectations	Parenting classes offered although no parents showed interest or attended	District Funded Title I: Parent Involvement 0	District Funded
PI #8 Parent usage of Aeries "Grade Book" <ul style="list-style-type: none"> • Teachers in Grades 4th-6th grade will attend Aeries Grade book training • Teachers will standardize grading policies and weights to align the grade books • Teachers will advertise the "Parent Porthole" for parents to access the students grades and missing assignments. • Teachers will print of progress reports once a quarter 	Implemented as planned	No funding necessary	No funding necessary
PI #9 Parent Teacher Conference - Translator <ul style="list-style-type: none"> • Typist Clerk will create a schedule of times for all para's availability. • Teachers will determine which conferences need of translator. 	Implemented as planned	No funding necessary	No funding necessary

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI#10 Parent Teacher Conference- Parent Student Teacher Compact <ul style="list-style-type: none"> • Together- teachers and Principal will develop our Parent Compact. • Teachers will go over the Compact during Parent/ Teacher Conferences. • Student will sign the compact at school if not present at the conference. • Teachers will collect the compacts and keep with the cum files. • Teachers will collect data of who attended Parent Teacher Conferences as will report it on the data collection sheet 	Implemented as planned through virtual conferences	No funding necessary	No Funding Necessary
PI #11 School Site Council- Demographics to match school population Solicit interest of school community of the major ethnic groups to run for SSC.	Implemented as planned	No funding necessary	No funding necessary

Analysis

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

Communication and parent involvement was very different than we had planned. The COVID-19 pandemic and students learning through digital instruction caused Nichols staff and parents to greatly adapt the typical communication we would have experienced. Parents direct messaged teachers more often and followed the school story on Class Dojo more closely than before. Although the percentage of parents who participated in parent teacher conferences and back to school night decreased we saw an increase in parent involvement in other areas, such as the day to day interactions that teachers had with parents. These interactions were not measurable as the goal was written.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The COVID-19 pandemic caused ever adapting communication methods with families. It also caused delays in the supply chain that caused parent involvement nights to be canceled. Overall our parent involvement strategies/activities as written were not effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Nichols will be offering parents Jump Into English Classes during the 2021-22 school year. These courses will be offered virtually first and hopefully in person as health and safety regulations allow. Nichols will continue to work with our community liaison to increase family/school communication and interactions. Family Involvement Nights will be planned both virtually or in person depending on the current health and safety regulations.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

100% of teachers will participate in district and school level professional development in areas needed as determined by local and statewide data and principal observation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets at Professional Development Meetings	100% will attend district professional development throughout the school year	100% of teachers attended professional development throughout the school year.
SBA	43% of students will be proficient in ELA on SBA in 2020-21	22% of students were proficient in ELA on the SBA

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD #1</p> <p>Teachers will attend the districts Learn Together, Teach Together July 2020 conference</p>	<p>Implemented as planned but digitally</p>	<p>Conference LCFF</p>	<p>Conference LCFF</p>
<p>PD #2</p> <p>PBIS</p> <ul style="list-style-type: none"> • PBIS Team will revise Nichols' plan to implement the elements of PBIS • Deliver continuous Professional Development during staff meetings and common planning times. • Utilize the district PBIS coordinator to assist in plan 	<p>Nichols worked on PBIS implementation and created a new matrix for student behavior through digital learning. Professional development was offered during digital staff meetings and the PBIS team met with the district PBIS coordinator.</p>	<p>PBIS funded</p>	<p>PBIS funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
revisions and implementation			
<p>PD #3</p> <p>Social Emotional Learning</p> <ul style="list-style-type: none"> • Develop understanding around children with emotional disabilities • Develop instructional techniques to implement in classrooms where we have concerns • Develop and Review lessons developed for Wellness Wednesday lessons for students as created by the counselor and mental health team • Connect our instructional strategies to PBIS and school-wide discipline • Develop understanding of the referral process and how to get support for families 	Implemented as planned	Staff meetings - information will be disseminated	Staff meetings - information will be disseminated
<p>PD #4</p> <p>Continual Professional Development during staff meetings and common planning times</p> <ul style="list-style-type: none"> • Focus on research based good teaching strategies, AVID 	Staff meetings were held less often than planned due to the necessary digital platform. Instead grade level cohort meetings were held weekly in the virtual format to allow professional development opportunities to be	Professional Development Books 4200 Books Title I 2000	Professional development and district coaches 4200 Books LCFF 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>strategies, Step Up to Writing strategies, increasing rigor and student engagement</p> <ul style="list-style-type: none"> Focus on using data to guide the professional development needs 	<p>tailored to the more specific needs of each grade level during digital learning.</p> <p>Books ordered were received late due to delays in the supply chain caused the by the COVID-19 pandemic.</p>		
<p>PD #5 Attend professional development opportunities to gain strategies for engaging students in meaningfully engaging students in learning through technology.</p> <p>Share information with staff gained from attending professional development during staff meetings.</p> <p>Provide staff with the opportunity to engage in their learning through technology (i.e. try out the strategy or program) during common professional development times</p>	<p>Professional development opportunities were offered virtually by a CORE consultant to assist teachers in implementing our SIPPS intervention digitally. Our consultant was able to lead professional development through Zoom, model lessons with students, and debrief with teachers all through the digital format.</p>	<p>Conference 5220 Conference Title I 8000</p>	<p>Conferences 5220 Conference 0</p>

Analysis

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

Delays in our supply chain due to the COVID-19 pandemic and the need for virtual professional development caused some shifts in our plans. However, the pandemic also allowed us to meet weekly with each grade level to tailor professional development to specific grade level needs. Teachers also participated independently in a vast amount of professional learning opportunities to ensure they were able to teach students virtually. Professional development was provided by district coaches throughout the year. Teachers were unable to attend any off site conferences but were able to meet with a CORE consultant for professional development. The CORE consultant was also able to teach student groups virtually while teachers observed and then the groups were able to debrief their learning before putting it into action.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

100% of teachers attended professional development throughout the school year. The SBA data was not an accurate indicator of teacher professional development during the COVID pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Nichols will be implementing Multi-Tiered Systems of Support and a universal diagnostic assessment. Data will be used from the diagnostics assessment guide our small group instruction. These changes will be found throughout the action steps in this years SPSA plan.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Students will develop skills to improve their social emotional learning.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
SEL #1 Counselor and Mental Health Clinician will develop social emotional learning lessons to engage students in lessons to develop students growth mindset and positive self image	Implemented as planned	Timecard for lesson development 1950 Other Cert Subs Title I 5000 Materials to support SEL Lessons 4300 Materials Title I 5000	Timecard for lesson development 1950 Other Cert Subs Title I 5000 Materials to support SEL Lessons 4300 Materials Title I 5000

Analysis

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

Nichols Counselor worked with another district counselor in order to create weekly digital learning opportunities for students focusing on social emotional learning. Students were able to watch and interact with these lessons as well as reach out to the counselor through the digital platform if they needed or desired.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students participated in the SEL digital learning opportunities however there was no data tracking marker in place for this goal. The goal will be written for 2021-22 with a data analysis put in place to measure student outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Panorama Students SEL survey will be given throughout the year to measure students SEL awareness as well as allow Nichols team to better assess and address students SE needs. Nichols will also adopt a daily reflection for students focusing on a positive reflection of the days events. Mental health services will increase by 3 hours to allow students to have additional support.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Leroy Nichols Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS	2021-22 59% of K-2 students were proficient on DIBELS BOY assessment	64% of K-2 Students will be proficient on DIBELS EOY assessment
1st-6th RI (Reading Inventory)	2021-22 34% of 1st-6th grade students were proficient on RI for the beginning of the year	39% of 1st-6th grade students will be proficient on RI at the end of the year
3rd-6th grad CAASPP (SBAC) ELA	2021-22 14% of 3rd-6th grade were proficient of CAASPP ELA	19% of 3rd-6th grade students will be proficient on CAASPP ELA 2020-21
iReady ELA 3rd-6th grades	2021-22 38% of students K-6 were performed on or above grade level on the BOY iReady universal screener	43% of K-6 students will perform at or above grade level on the EOY iReady universal screener

Planned Strategies/Activities

Strategy/Activity 1

ELA #1:

Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.

The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. Intervention teacher will monitor student progress through formative assessments throughout the year.

Students to be Served by this Strategy/Activity

3rd-6th grade students

Timeline

August 2, 2021-May 2022

Person(s) Responsible

Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	58033
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	18720
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Intervention Teacher

Strategy/Activity 2

ELA # 2

All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read and specific areas of student need.

Students to be Served by this Strategy/Activity

Kindergarten through 2nd grade

Timeline

August 2021, January 2022, May 2022

Person(s) Responsible

LCFF

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

ELA # 3

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

Twice yearly

Person(s) Responsible

Administrator or Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

ELA #4

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-2 students at their reading level.

Students to be Served by this Strategy/Activity

K-2 Students

Timeline

Kindergarten- October 2021-May 2022
1st and 2nd grade August 2021- May 2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

ELA #5

K-6 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.
Teachers at the K-2 level will teach all SIPPS through small group instruction during their protected Universal Access time.
Teachers in 3rd-6th grades will teach SIPPS through whole group instruction.
The intervention teacher will pull students in need of Tier 2 level of support.

Students to be Served by this Strategy/Activity

All students at the Tier One Level and 3rd grade students at the Tier 2 Level of support

Timeline

August- May

Person(s) Responsible

Principal
Teachers
Intervention Teacher

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

ELA #6

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading, Lexile level.

Students will take the Reading Inventory in August to get a Beginning of the year baseline and then at the end of each quarter to monitor student progress. Second grade students will begin taking the Reading Inventory at the end of the first quarter.

Students to be Served by this Strategy/Activity

All 2-6th grade students

Timeline

August 2021- May 2022

Person(s) Responsible

Principal, Teachers, Intervention Teacher

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 7**

ELA #7

All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards.

Students to be Served by this Strategy/Activity

All 3rd -6th grade students

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Administrator and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELA #8

All teachers, Special Education, and para educators will participate and implement evidence based reading procedures and routines learned from professional development with Consortium on Reading Excellence in Education (CORE) trainers and professional development through professional development sessions at the site.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 - May 2022

Person(s) Responsible

Administrator, Teachers, para-educators

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher Timecards for training or collaboration of implementation
Amount	313
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for Teacher Timecards

Strategy/Activity 9

ELA # 9

Students will engage in Amplify for all K-2 students 20 minutes per day 5 days per week. At the 2-6th grades students will take Reading Counts quizzes to monitor comprehension. Incentives will be provided for students reaching their goals

Students to be Served by this Strategy/Activity

All

Timeline

August 2021 - May 2022

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title I
Budget Reference	4300 Materials
Description	Charms and Certificates

Strategy/Activity 10

ELA #10

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-May 2022

Person(s) Responsible

Principal, District Coaches, Consultants, Teachers, and Para Educators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

ELA #11

Provide release time for teachers and admin to participate in MTSS Data Conferences during which the team will

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

Twice yearly

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5600
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Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes for MTSS Conferences
Amount	1165
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for substitutes

Strategy/Activity 12

ELA #12

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021- June 2022

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

ELA # 13

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Student supplies will include but are not limited to:

Binders 4th-6th
 Dividers 4th-6th
 Pencil boxes/pouches 1st-6th
 Notebooks
 Journals
 Organizational materials
 Student Planners

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15158
Source	Title I
Budget Reference	4300 Materials
Description	AVID organizational materials

Strategy/Activity 14

ELA #14

Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds, and other early literacy skills needed.

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

August-June

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	426
Source	Title I
Budget Reference	5875 Technology Licenses
Description	ESGI Licenses

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Leroy Nichols 2020-21 goal for Mathematics is to increase the percentages of students score at or above the proficiency levels on the LUSD district math benchmark assessments and the 3rd-6th math CAASPP Assessment by 4% from 2018-19.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

CAASPP data from 2020-2021

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Universal Screener	8% of Kindergarten- 6th grade students scored on or above grade level on the iReady Universal Screener for math during the beginning of the year assessment in August 2021.	13% of Kindergarten-6th grade students will score on or above grade level on the iReady Universal Screener in May 2022.
3rd-6th CAASPP Math Data	3rd-6th grade students in 2018-19 scored 14% proficient on CAASPP Math	In 2021-22, 3rd-6th grade students will score 19% proficient on CAASPP Math.

Planned Strategies/Activities

Strategy/Activity 1

Math #1

All K-6 teachers will administer the iReady Universal Screener for Mathematics to all students to correlate the students proficiency to the California State Common Core Math Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021
January 2022

May 2022

Person(s) Responsible

Principal
Teacher

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 2

Math #2

All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor student goals for 5 lessons per week.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal
Teachers
Leadership Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Math #3

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

All Students

Timeline

Twice Yearly

Person(s) Responsible

Teacher
Principal

Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

See ELA # 3

Strategy/Activity 4

Math #4

Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.

The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. Intervention teacher will monitor student progress through formative assessments throughout the year.

Students to be Served by this Strategy/Activity

3rd-6th grade students

Timeline

August - May

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

See ELA #1

Strategy/Activity 5

Math # 5

Provide release time for teachers and admin to participate in MTSS Data Conferences during which the team will

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

August-May

Person(s) Responsible

Teacher
Principal

Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

See ELA #11

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Leroy Nichols Elementary School will show a minimum 5% increase in proficiency for our English Learners on the following universal measures in English Language Arts.

K-2 DIBELS Assessment

3rd-6th grade CAASPP ELA

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school year from the universal measures DIBELS and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS	2021-22 38% of K-2 EL students were proficient on DIBELS BOY assessment	43% of K-2 EL Students will be proficient on DIBELS EOY assessment
3rd-6th grad CAASPP (SBAC) ELA	2021-22 8% of 3rd-6th grade EL students were proficient on the CAASPP ELA in 2020-21 school year	13% of EL students will be proficient on CAASPP ELA 2021-2022

Planned Strategies/Activities

Strategy/Activity 1

ELD #1

Teachers will designate 30 minutes of ELD using the Journey's ELD component and monitor progress by using the LUSD adopted curriculum assessment.

- Group ELs by ELPAC levels

Students to be Served by this Strategy/Activity

English Learners as identified by the initial ELPAC

Timeline

August 2020- May 2021

Person(s) Responsible

Teachers
Principals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

ELD #2

Teachers will integrate the essential instructional strategies in content lessons:

Provide feedback to students based on student output and formative assessment of comprehension and the learning objective.

- Focus on embedded ELD
- Professional Development and training that will focus on these instructional strategies.
- Para educators will be scheduled in during those times.
- Instructional Strategies include:

Language objective posted

Front loading vocabulary

Using complete sentences

Think-Pair-Share-Choral response

Sentence Frames

Use of higher-order questioning and thinking

Students to be Served by this Strategy/Activity

All English Learners

Timeline

August 2020- May 2021

Person(s) Responsible

Teachers
ELD coaches
Bilingual Paras

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

ELD #3

Implement Graphic Organizers to support vocabulary, concept development, and comprehension in ELA, Science, and Social Studies.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2020- May 2021

Person(s) Responsible

Teachers
Principal monitor

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

ELD #4

Engage Students in Learning through technology

- Utilize 1:1 technology to support understanding-stream visuals
- Every room standardized with Promethean Board, Elmo, computer and presentation system

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

ELD #5

Embedded ELD support from Bilingual para-educators

- Daily support to English Language Learners to help them access core curriculum
- ELPAC data for student progress
- Continue to monitor RFEP students who have met district requirements
- Celebrate students who are bilingual at Quarterly Award Ceremonies
- At grades 4-6 focus on content vocabulary development and comprehension in subjects including Science and Social Studies

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020- May 2021

Person(s) Responsible

Principal

Secretary
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

ELD #6

Teachers will monitor English Learners progress quarterly through the Data Reflection sheets and discussed at MTSS Conferences.

- Using ELPAC data and mClass data determine intervention groups.
- Provide EL support with bilingual teacher during the school day or after school intervention
- Using Rosetta Stone

Students to be Served by this Strategy/Activity

English Learner

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
Teachers
Parents
Para-educators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

ELD #7

Add 1.0 FTE Intervention Teacher to support our 3rd-6th students who need additional support in core subject areas.

The intervention teacher will support third-sixth grade students with additional English Language Arts interventions including SIPPS instruction, System 44, Read 180, Step Up to Writing, and math interventions. Intervention teacher will monitor student progress through formative assessments throughout the year. (See ELA #1)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Engagement

Goal Statement

Leroy Nichols school will increase involvement by 5% during the 2021-22 school year as measured by sign in sheets, Dojo messages, and the number of parents connected to Class Dojo. Leroy Nichols will also offer 5 family involvement opportunities.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children’s education. (LEAP Goal B)

Basis for this Goal

School Survey

School Activities sign in sheets

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Family Involvement Nights Offered	Due to COVID constraints during the 2020-21 school year two family involvement nights were offered.	At least 5 Family Involvement Nights will be offered during the 2021-22 School Year.
Sign in sheet for Parent Teacher Conference	63% of parents attended virtual Parent Teacher conferences during the 2020-21 school year.	68% of parents will attend Parent Teacher Conferences during the 2021-22 School year as measured by teacher conference logs.
Class Dojo messages will increase by 5%	in 2020-21 approximately 30,000 messages were sent to Nichols Families through the Class Dojo App as indicated by the Year in Review.	31,500 messages will be sent to families using the Class Dojo App as indicated on the 2020-21 Year in Review
Families connected to the class Dojo App	585 Parents were connected to Class Dojo during the 2020-21 School year.	We will maintain at least 585 parents connected on Class Dojo during the 2021-22 school year. Maintenance is our goal as our student enrollment is 411 and not all families come from 2 parent homes.

Planned Strategies/Activities

Strategy/Activity 1

1. PI #1

Provide Families opportunities for family engagement and community building. Activities will include but are not limited to: Families will be notified via Blackboard, Class Dojo, LUSD app or flyers.

Family Activity Nights will include

- Designate an evening for event
- Families will participate together in the provided activities
- Enjoy friends and create community
- PTA may assist or provide the sale of spirit wear and supplies
- Provide refreshments for families

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
PTA

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

PI #2

Community Liaison and Bilingual para-educators will provide parents with support in translations and navigating school systems throughout the school year.

Students to be Served by this Strategy/Activity

Bilingual families

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
Bilingual Para-educator
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Translations
Amount	198
Source	Title I: Parent Involvement

Budget Reference	3000 Benefits
Description	Benefits for translators

Strategy/Activity 3

PI #3
 Families will be provided light refreshments during parent meeting.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
 Community Liaison
 Bilingual Paras

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	No funding necessary

Strategy/Activity 4

PI #4
 General Parent Communication

- Written Communication in both English and Spanish advertising the times
- Black Board Connect message in both languages
- Create a schedule of bilingual paras to support each classroom
- Invite community agency, Child Abuse Prevention Council to sign parents up to attend parent training.
- Bilingual support at Back to school night
- Bilingual support at Conferences
- All paper communication translated into Spanish
- All Blackboard connect messages translated into Spanish

Students to be Served by this Strategy/Activity

All- English Learners

Timeline

August 2020- May 2021

Person(s) Responsible

Principal

Typist Clerk
Bilingual Para

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Paper for additional copies

Strategy/Activity 5

PI #5
Provide parents learning opportunities including Jump Into English

Students to be Served by this Strategy/Activity

EL families

Timeline

November 2021-May 2022

Person(s) Responsible

Principal
Secretary
Bilingual Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	348
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English Level 1

Strategy/Activity 6

PI #6
Provide Parents an area for informal and formal meetings and support. Set up an area where parents can gather for coffee and conversation with school staff members to provide parents information and supports.

Students to be Served by this Strategy/Activity

All

Timeline

On going

Person(s) Responsible

Community Liaison
Parents

Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Student Planners funded in Goal 1

Strategy/Activity 7

PI #8

Parent usage of Aeries "Grade Book"

- Teachers in Grades 4th-6th grade will attend Aeries Grade book training
- Teachers will standardize grading policies and weights to align the grade books
- Teachers will advertise the "Parent Porthole" for parents to access the students grades and missing assignments.
- Teachers will print of progress reports once a quarter

Students to be Served by this Strategy/Activity

4th-6th Graders

Timeline

Ongoing

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

PI#10 Parent Teacher Conference- Parent Student Teacher Compact

- Together- teachers, Principal and school site council will develop and review our Parent Compact.
- Teachers will go over the Compact during Parent/ Teacher Conferences.
- Student will sign the compact at school if not present at the conference.
- Teachers will collect the compacts and keep with the cum files.
- Teachers will collect data of who attended Parent Teacher Conferences as will report it on the data collection sheet

Students to be Served by this Strategy/Activity

All Families

Timeline

September 2021

Person(s) Responsible

Teachers
Principal
Typist Clerk

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

PI #11

School Site Council- Demographics to match school population
Solicit interest of school community of the major ethnic groups to run for SSC.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020- May 2021

Person(s) Responsible

Principal
Parents

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

100% of teachers will participate in district and school level professional development in areas needed as determined by local and statewide data and principal observation.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

CAASSP, district benchmark, principal observation and discipline data are all used in creating this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Universal Screener for Mathematics	8% of student scored on or above grade level on the beginning of the year iReady universal screener for mathematics in August 2021.	In May 2022 at least 13% of students K-6 will score on or above grade level on the End of the Year iReady universal screener for mathematics.
iReady ELA 3rd-6th grades	2021-22 38% of students K-6 were performed on or above grade level on the BOY iReady universal screener	43% of K-6 students will perform at or above grade level on the EOY iReady universal screener
K-2 DIBELS	2021-22 59% of K-2 students were proficient on DIBELS BOY assessment	64% of K-2 Students will be proficient on DIBELS EOY assessment

Planned Strategies/Activities

Strategy/Activity 1

PD #1

Administration will participate in professional development opportunities focused on MTSS and the implementation thereof. Novak Consulting will provide administration training and support throughout the year. Principal will also seek additional opportunities to increase knowledge of strategies for MTSS implementation

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing through 2021-22

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title I
Budget Reference	4200 Books
Amount	2500
Source	Title I
Budget Reference	5220 Conference

Strategy/Activity 2

PD #2

Ongoing professional development opportunities will be offered at all staff meetings to target areas of need as indicated on the iReady Universal Screeners for ELA and Mathematics, DIBELS assessment for K-2 students, teacher or principal administration observation and Panorama SEL survey.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing through 2021-22

Person(s) Responsible

Teachers
Administrator

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5220 Conference
Description	Attend professional learning opportunities focused on MTSS
Amount	1000
Source	Title I
Budget Reference	4300 Materials
Description	Materials to support implementation of professional learning

Strategy/Activity 3

Teacher will demonstrate their understanding of strategies by implementing their learning in their classrooms and will provide samples of such work during staff meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing through 2021-22

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

PD #5

Attend professional development opportunities to gain strategies for implementation of MTSS Strategies

Share information with staff gained from attending professional development during staff meetings.

Provide staff with the opportunity to engage in their learning through technology (i.e. try out the strategy or program) during common professional development times

Teachers will be compensated for their time attending and planning for implementation of newly learned strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing through 2021-22

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecard for teachers attending professional development opportunities
Amount	1041
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for time paid on a timecard

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Social Emotional Learning

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Leroy Nichols Elementary School will show a minimum of 5% increase in positive responses on the Panorama self-efficacy survey in the following areas

Social Awareness

Self-Efficacy

Emotional-Regulation

LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed (LCAP Goal 3)

Basis for this Goal

COVID 19 and the challenges of school closures have made it evident that students need support in dealing with challenges in schools and at home during our current pandemic and reacclimating to in person instruction and peer interactions.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Panorama Self Efficacy Survey- Social Awareness	66% of 3rd-6th grade students considered the perspective of others and empathize with them as measured by the Panorama survey on the beginning of the year survey in 2021-22	71% of 3rd-6th grade students will consider the perspective of others and empathize with them as measured by the Panorama end of the year survey in 2021-22.
Panorama Self Efficacy Survey- Self-Efficacy	55% of 3rd-6th grade students believe they can succeed in achieving academic outcomes as measured by the Panorama survey on the beginning of the year survey in 2021-22	60% of 3rd-6th grade students will believe they can succeed in achieving academic outcomes as measured by the Panorama end of the year survey in 2021-22.
Panorama Self Efficacy Survey- Emotional-Regulation	44% of 3rd-6th grade students believe they can regulate their emotions as measured by the Panorama survey on the beginning of the year survey in 2021-22	49% of 3rd-6th grade students will believe they can regulate their emotions as measured by the Panorama end of the year survey in 2021-22.

Planned Strategies/Activities

Strategy/Activity 1

SEL #1

Counselor will present quarterly social emotional learning presentations in grade levels K-6.

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarterly during 2021-22 school year

Person(s) Responsible

Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

MTSS Conferences and Panorama data will guide supports for students using the school counselor and mental health clinician

Students to be Served by this Strategy/Activity

All Students needing supports identified through teacher observation, parent or student request, or Panorama survey results

Timeline

Ongoing through 2021-22

Person(s) Responsible

Principal
Teachers
Counselor
Mental Health Clinician

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Provide students with opportunities for break, fidgets or sensory materials, and incentives for using appropriate tools for managing behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing through 2021-22

Person(s) Responsible

Principal
Counselor
Teacher
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4300 Materials
Description	Fidgets, Sensory materials, and incentives

Strategy/Activity 4

Implement PBIS strategies to support students positive behavior. Provide incentives for student behavior and effort.

Nichols will reward students with Cougar Cards for following PBIS behavioral expectations. Students will have the ability to earn a variety of incentives including but not limited to lunch with the principal, books from our book vending machine, incentives, or time with a preferred peer or staff member.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing through 2021-22

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4300 Materials
Description	PBIS Incentives

Amount	1000
Source	Title I
Budget Reference	4200 Books
Description	Books for Incentives

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	120,652.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	118,856	0.00
Title I: Parent Involvement	1,796	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	118,856.00
Title I: Parent Involvement	1,796.00

Preliminary Plan

Final Plan

11/01/2021 12:00 am

Principal

Date

Principal

Date

11/01/2021 12:00 am

SSC Chairperson

Date

SSC Chairperson

Date

11/02/2021 02:15 pm

Program Manager

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	Title I	58,033.00
1120 Teacher Temp	Title I	6,500.00
1150 Teacher Sub	Title I	5,600.00
3000 Benefits	Title I	21,239.00
4200 Books	Title I	1,300.00
4300 Materials	Title I	18,258.00
5220 Conference	Title I	7,500.00
5875 Technology Licenses	Title I	426.00
2120 Para Temp	Title I: Parent Involvement	600.00
3000 Benefits	Title I: Parent Involvement	198.00
4300 Materials	Title I: Parent Involvement	250.00
4325 Food For Meetings	Title I: Parent Involvement	400.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	348.00

FORM D: 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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Lindsay Streeter	Principal
Stacye Shook	Classroom Teacher
Amy Briggs	Classroom Teacher
Crystal Finck	Classroom Teacher
Janice Vanderlans	Other School Staff
Doris Cunningham	Parent or Community Member
Elizabeth Versti	Parent or Community Member
Lisa Bossert	Parent or Community Member
Shaista Jabeen	Parent or Community Member
Nicole Neal	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.

FORM E: 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 11/01/2021 02:30 pm.

Attested:

Preliminary Plan

Final Plan

11/01/2021 12:00 am

Principal

Date

Principal

Date

11/01/2021 12:00 am

SSC Chairperson

Date

SSC Chairperson

Date

11/02/2021 02:15 pm

Program Manager

Date

Program Manager

Date