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	Sutherland Elementary School
Address	550 Spring River Circle Stockton, CA 95210
County-District-School (CDS) Code	39685856110944
Principal	Elizabeth Horton
District Name	Lodi Unified School District
SPSA Revision Date	9/20/2021
Schoolsite Council (SSC) Approval Date	9/29/2021
Local Board Approval Date	12/14.21

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.

Table of Contents

School Vision and Mission

At Sutherland Elementary School, state and district priority standards guide staff in the school-wide goal of increasing student achievement and to create the ideal learning environment. We are committed to implementing a rigorous academic program which promotes advanced achievement for all students. Ongoing site based professional development provides teachers and support staff with the time and training to strengthen their teaching practice. We encourage and welcome parents in supporting their student in the teaching/learning process. Sutherland students develop positive citizenship and life skills through our Positive Behavior and Instructional Supports program and implementation of the Caring School Community curriculum.

The entire staff pledges itself to work towards ongoing celebration of diversity which creates a sense of community that promotes making healthy choices, challenging creativity, and enables all students to be successful, lifelong learners.

School Motto: Be Respectful. Be Responsible. Be the Best You Can Be! Be There to Learn! Because Every Day is a Great Day to be a Sea Otter!

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)

> Additional Targeted Support and Improvement
> ATSI

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.

Our plan is to ensure all students are provided with rigorous and engaging standards based instruction. The staff of Sutherland Elementary will be provided with the resources necessary to meet the needs our diverse student population and receive on going high quality staff development. By using data, our staff will monitor student progress and intervene with additional interventions and support to students who are not making adequate progress. Goal 7 identifies staff training and resources to address chronic absenteeism and suspension in our African American subgroup.

School Profile

Sutherland Elementary School is located at 550 Spring River Circle, Stockton, California and was dedicated by the Board of Education on December 17, 1992. We are a K-6 school serving 343 students: K=38 1st=48, 2nd=43, 3rd=48, 4th=48, 5th=60, 6th=51, and 4 SDC 1st - 6th Grade Autism classes = 21.
We are very diverse with the following primary groups: Black or African American=12.4%, Asian=39.8%, Hispanic or Latino=29.3%, White=3.4%, Socioeconomically Disadvantage=90.1%, English Learners=29.8%, Students with disabilities=13.7%, and Foster Youth/Homeless=.5%. The configuration of Sutherland includes: an administrative/kindergarten building, eight classrooms opening into a library common area, an four classroom building, an eight classroom portable, and a multipurpose room. With the extra classroom space on our campus we have a classroom dedicated to PE, our After School Program and a Sensory Room. Sutherland has a large black top area, a medium sized play structure and a large field area. Safety, cleanliness, and maintenance of our facilities are high priorities. The custodial staff regularly inspects the campus and requests repairs as needed.

Most teachers chose to work Sutherland because of their passion to help and support our high need student population. Teacher turnover at Sutherland is very low. Our teachers and staff collaborate regularly, seek out opportunities to further their learning and offer students many opportunities for academic, social and emotional support. The commitment to students is evident by the number of afterschool tutorials and Intersessions that are provided by staff. Sutherland's strong implementation of PBIS has resulted in a positive and safe school environment. Our school is comprised of 2 teachers at each grade level kindergarten through third grade, one fourth and fifth grade teacher, one 4/5 combination

teacher and 2 sixth grade teachers.   We are home to 4 moderate to severe autism classes serving students first through 6th grade.   Each SDC Teacher is supported in class by one to three aides as well as district support from program specialists. English Language Learners comprise 30% of our student population. Students receive 30 minutes of English Language Development everyday from their classroom teacher. Additional resources including using Rosetta Stone and native language support by our bilingual aide are also made available to students.   Students identified as G.A.T.E receive differentiated instruction by their classroom teacher to offer additional challenge and complexity in their daily instruction. Sutherland partners with the Bridge Program to offer after-school services funded by a grant received by the State of California. The Bridge Program is offered daily from 2:40 to 6:00 p.m.

As an Alternative Targeted Support and Improvement School, (ATSI), the site based leadership team moved forward in implementation of the following three goals: 1.) Regular student assessment using common measures kindergarten - 6th grade. Dibels for ELA and iReady for Math. 2.) Scheduled time to review data, monitor student progress and modification instruction based on data 3). Providing teachers with relevant high quality staff development.   We are in the process of implementing the Multi Tiered Instructional Support Systems, (MTSS) to improve our process of identifying and monitoring students who are struggling and systematically providing intervention to these students.

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

We are held accountable to our students, parents, the District and our Board. Data from the California State Dashboard, the Dibels data, and Social Emotional Learning survey was presented to our various stakeholder groups at the end of the 2020-21 school year and the beginning of the 2021-22 year.   This feedback was gathered through surveys, School Site Council meetings, Title I meetings and staff meetings. The development of our school plan reflects the feedback from all of our stakeholders in regards to this data.   At our school site council meetings we review and discuss our school goals. These discussions craft the goals we set for each school year. It is from the conversations with our stakeholders that we use to guide our decision making on how funds should be spent on students to improve student achievement and success at school.

Resource Inequities

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

- This year we identified specific assessments to get consistent across the grade level student data. Our greatest need now is to make time during the year to analyze data, discuss student progress and changes to instruction to meet the needs of our students. The lack of substitutes to hold teacher data days during the school day is a struggle, and leaves only after school time available for this important work.
- Targeted professional development that deepens staff knowledge in reading and strengthens their use of data to make instructional decisions
- Issues with attendance and the number of suspensions among our African American sub group calls for additional support and resources.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

All kindergarten through 2nd grade students will be provided with appropriate instruction and extra help in English Language Arts to reach grade level benchmarks measured by Dibels and 3rd and 6th to increase their achievement level on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 CAASPP Scores for ELA	2020-21 To increase the number of students who will meet or exceed standard to 25%.	For 2020-21 school year we partially meet our goal. The number of students who met or exceeded standards on the CAASPP scores decreased from the 2018-19 scores from 61 students grades 3-6th meeting or exceeding standards to 2020-2021 only 46 students. But of the students who took the CAASPP in 2020-21 25% of them met or exceeded standards.
Dibels Data	2020-21 To increase the number of students achieving 90% or better on Dibels to 55%	For the 2020-21 school year 35% of Kindergarten through 2nd grade students met or exceeded standards on the end of the year Dibels assessment. This did not reach our goal of 55% of students meeting or exceeding standards (90% or better).
2018-19 California State Dashboard	2020-21 To decrease the points from standard to 55 points or less.	The California State Dashboard was not updated for 2020-21 because of the pandemic and the modification to the CAASPP test.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1 - To provide staff with professional development to support the implementation of core curriculum and district supported programs. This includes but is not limited to training on SIPPS, Dibels, AVID, small group differentiated instruction, test taking strategies and use of CAASPP accommodations and modifications.	Teachers were provided virtual professional development from December until May in grade level and whole staff sessions.	Time-cards (7 hours of PD for 20 teachers) 1120 Teacher Temp Title I 7000	Time Cards 1120 Teacher Temp Title I 4012.50
		CORE Professional Development training, 2 packages of 10 hours of staff development on curriculum implementation, Dibels and Data Discussions 5800 Prof and Operating/Consultants Title I 7000	CORE Professional Development training, 2 packages of 10 hours of staff development on curriculum implementation, Dibels and Data Discussions 5800 Prof and Operating/Consultants Title I 7000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 2 After school intervention will be provided in ELA for students working below grade level. SIPPS, Comprehension Toolkit, and iREAD will be used	Teachers provided tutoring in ELA to students in their class virtually and in 4th quarter in person.	Time-cards (for tutoring) 1120 Teacher Temp Title I 2800	Time cards 1120 Teacher Temp Title I 3350
ELA 3 Spring Intersession (1 week) and Summer School (2 Weeks)	The SIPPS curriculum kit was purchased for every teacher. We did not offer an Spring Intersession because of a lack of student interest. Money identified for the Intersession was used to purchase the Scholastic Grab and Go books and these were sent home over the 2 week break.	SIPPS curriculum for 6 teachers 4300 Materials Title I 11889.38	SIPPS Curriculum for Teachers 4300 Materials Title I 11889.38
		Time cards for spring intersession teachers - 5 days x 4 hours x 13 teachers 1120 Teacher Temp Title I 13000	Time Cards for Spring Intersession 1120 Teacher Temp Title I 0
		Scholastic Grab and Go book packs - Winter and Spring distributions 4200 Books Title I 23720.15	Scholastic Grab and Go book packs - Winter and Spring distributions 4200 Books Title I 23720.15
ELA 4 Teachers will be offered time to observe their peers and spend time collaborating.	We only had two teachers take advantage of this time.		Time Card 1150 Teacher Sub 318.16
ELA 5 To purchase of additional curriculum or materials to support core and intervention instruction.	Two teachers offered an after school book study and these books were purchased for these classes.	Books for after school Book Clubs 4200 Books Title I 486.22	Materials/ supplies and Motivational Assembly 4300 Materials Title I 486.22
ELA 6 Hire an Intervention Teacher to support classroom teachers in identifying, teaching and monitoring at risk students.	We were not able to hire a full time intervention teacher this school year. To support this goal, we hired two subs who worked on and off during the school year with students who were struggling with distance learning and in person when all students came back on campus.	Hire subs to help support students in classrooms virtually and in person. (SSC Approved hiring an intervention teacher 12/2020 but at this time have not been able to hire anyone.) 1150 Teacher Sub Title I 21000	Time Cards 1150 Teacher Sub Title I 13584

Analysis

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

To meet the goals identified in our plan we were able to provide teachers with ongoing virtual professional development in SIPPS and the CORE Reading Academy. We purchased classroom sets of the SIPPS curriculum and literature novels for an after school book club. Teachers were able to provide a limited amount of online after school tutoring and we hired 2 substitute teachers for 2 quarters to work one on one with students who were struggling with distance learning. However, distance learning significantly impacted the number of students we could reach virtually. We had

few students take advantage of virtual tutoring and families did not respond to the offering of our spring intersession. Teachers also felt the impact of distance learning and although teachers participated in the SIPPS training, their opportunities to practice and receive coaching were limited.

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

Teachers who participated in the SIPPS training and the Reading Academy gained research based instructional strategies. Yet their ability to apply this knowledge and receive coaching was very limited. The purchase of the SIPPS curriculum is ready to implement for 2021-22. The substitutes that worked with our students remotely made strong connections which carried over to their eventual return to in person instruction the fourth quarter of school. Yet, we were not able to provide students with a strong after school reading intervention as originally planned nor were teachers able to take advantage of additional collaboration, planning and observations during the year.

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

At Sutherland Elementary there was a material difference greater than $5000 in Action 1.3 because we did not offer a spring intersession to students. We utilized funds under Action 1.3 to purchase and send home 2 sets of grade level reading materials to every student. There was a material difference greater than $5000 in Action 1.6 because we were not able to hire a full time reading intervention teacher. To address this goal, the role was fulfilled by 2 substitutes which was a lower expense.

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

The goal to provide all students with appropriate instruction and extra help in English Language Arts to reach grade level benchmarks measured by Dibels and 3rd and 6th to increase their achievement level on the CAASPP will begin with the change of utilizing the Dibels Benchmarks across the grades kindergarten through 6th grade. This will allow us to monitor students progress through the grades. To support teachers pullout days will be planned to provide teachers with time to analyze data and work with our ELA coaches to prepare lessons that meet the need of their students. (Instead of after school / or virtual)

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

All students will be provided with appropriate instruction and extra help in math to increase their achievement level on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018 - 2019 CAASPP Math Scores % of students Meeting Standard	2020-21 Increase the number of students that will meet standard or exceed to 20%.	For 2020-21 school year we did not meet our goal. 10% our students met or exceeded the standards for math on the CAASPP. In 2018-19 we had 41 students grades 3-6th meeting or exceeding standards to only 19 students in 2020-2021.
2018 -2019 California State Dashboard Points Below Standard	2020-21 To decrease points below standard to under 75 points.	The California State Dashboard was not updated for 2020-21 because of the pandemic and the modification of the CAASPP.
BOY 2020-2021 Dreambox Student Usage and Growth	2021 EOY To increase the number of students completing 5 or more lessons to 30% and to increase the number of students On Track to 20%.	In the 2020-21 school year we did not meet our goal. 22.5 % of students averaged 5 lessons a week kindergarten through 6th grade and 15% were on track.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1 To provide staff and paraprofessionals with professional development to support the implementation of core curriculum and district supported programs. This includes but is not limited to training on small group differentiated instruction, test taking strategies and use of CAASPP accommodations and modifications.	Teachers had the option to attend 2 different math trainings. Teachers attended virtually a professional development on DreamBox and Reflex Math.	Professional Development for 20 teachers - Time-cards 1120 Teacher Temp Title I 3000	Time Cards 1120 Teacher Temp Title I 500
To implement a student monitoring system to identity student learning gaps and to	This was not implemented this year.	Student check in and outreach. 2420 Clerical Temp Title I 800	Time Cards 1120 Teacher Temp Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
systematically provide support and remediation.			
Math 3 Supplemental materials and supplies will be provided to support core instruction and AVID strategies in mathematics.	To build student engagement and create a tangible connection between the math students learn in class and real life application, we purchased the Sphero Coding kits.	Sphero - Coding Kits. 4475 Technology ($500-$9,999) Title I 9000	Sphero - Coding Kits 4475 Technology ($500-$9,999) Title I 20236.40
Math 4 Before school or After school tutoring in Mathematics.	Teachers offered and some students attended the virtual and in person tutoring in math during the school year.	Tutoring 1120 Teacher Temp Title I 1000	Time cards 1120 Teacher Temp Title I 500

Analysis

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

Teachers were provided with professional development on several math programs (Dreambox and Reflex) that they could use virtually with students as well as when students returned to in person instruction. Tutoring was provided to students identified by their teacher - yet this was challenging because it was virtual.

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

The actions and services planned to meet this goal were not effective. Teachers were overwhelmed by the virtual PD's and struggled to get kids to stay online for extra help after the school day was over.

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

At Sutherland Elementary a material difference of greater than $5000 was in Action 2.3. We set aside $9000 to purchase tools to teach students coding. The cost of the Sphero Coding Kits exceeded our original budget.

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

The main change to this goal involves data collection. This year it was clear that the district benchmarks for math did not provide data on student math skills that teachers needed to make decisions on instruction, set goals and monitor progress. This year our school will pilot the Panorama Universal Screen. This tool will help our staff identify weakness in student understanding and skills. This information will be used during pullout days to plan instruction/remediation.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

English Language learners will be provided with targeted English Language Development to increase their achievement level on the CAASPP, the ELPAC and to increase the number of students being designated as Reclassified Fluent English Proficient.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-19 CAASPP Scores Percentage of students meeting standards	2020-21 increase to 20% of the EL in grades 3-6 will meet standards in ELA as measured by the CAASPP test results	2020-21 We did not meet our goal for ELA CAASPP Scores for English Language Learners. 11% of our English Language Learners met or exceeded standards.
2018-19 ELPAC Scores Percentage of students scoring 3 or 4 on the test	2020-21 Increase by 5% or more of students scoring a 3 or 4 on the ELPAC	2020-21 We did not meet our goal for English Language Learners scores on the ELPAC. Students scoring a 3 or 4 decreased by 3%.
California State Dashboard 2018-19 Points below standard ELA and Math	2020-21 Decrease the points below standard to 60 in ELA and 90 in math or less.	The California State Dashboard was not updated for 2020-21 because of the pandemic and the modification of the CAASPP.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD 1 - Bilingual Para educators will be provided to assist with the needs of English learners at the school site.	We held 4 ELAC meetings and several parent nights. Our need for translators other than Spanish became very clear during our meetings and is part our planning for the 2021-22 school year.	Translating in meetings, letters and information to be sent home, after school tutoring and calling families.(15 hours) 2120 Para Temp Title I 400	Paraprofessional (4 hours for ELAC, 1 hr. Back to School Night) 2120 Para Temp Title I 100
ELD 2 - Teachers will be provided time to work with the District ELD Coach to focus on teaching strategies and use of district approved programs.	Teachers did not utilize this action.	Substitute Time Cards 1150 Teacher Sub Title I 500	Substitute Time Cards 1150 Teacher Sub Title I 0
ELD 3 - Students scoring Level 1 or 2 will be provided with Rosetta Stone during or in an extended school day setting. All English	This did not occur. I could not get anyone to run this for our students this year. We did not need to purchase headphones	Time Cards (20 hours for after school tutoring/Rosetta Stone Groups) Funds for this were included in Goal 1.	Time Cards (20 hours for after school tutoring/Rosetta Stone Groups) Funds for this were included in Goal 1.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Language Learners will receive daily 30 minutes of ELD in the classroom to continue to grow academic language and content knowledge.	because they were supplied by the district.	1120 Teacher Temp Title I 1000 Headphones 4375 Technology (under $500) Title I 0	1120 Teacher Temp Title I 0 Headphones 4375 Technology (under $500) Title I 0
ELD 4 English Language Learners will be provided with the opportunity to attend the spring intersession or summer school.	The spring intersession did not happened because there was not enough student interest.	Time-cards - Additional staff to support spring intersession or summer school. 1120 Teacher Temp Title I 1700 Time cards - To support the instruction of the classroom teacher - Accounted for in Goal 1 2120 Para Temp Title I	Time Cards 1120 Teacher Temp 0 Time cards - To support the instruction of the classroom teacher - Accounted for in Goal 1 2120 Para Temp Title I 0

Analysis

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

Distance learning significantly impacted our ability to implement our actions and services. With 3/4 of the year distance learning, our bilingual aide needed more time to complete the initial and summative ELPAC. This reduced her time to work virtually in the classroom. Our school site did not offer a spring intersession because very few students responded to the invitation to attend because it was virtual. We offered our English Learners the opportunity to use Rosetta Stone after school but no students participated because it was more time on the computer after the school day. Our bilingual aide translated for our school including Back to School Night, Open House, Title 1 Meetings and our ELAC meetings.

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

Our actions and services were not effective for our English Language Learners because we could fully implement our plans. We were successful with providing online support to our students when our Bilingual aide logged into the teachers virtual classrooms.

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

At Sutherland Elementary there was no material difference greater than $5000. However we did not complete several of our actions as identified in our plan including the after school Rosetta Stone and the Intersession. Teachers were working from home and did not seek out time with the ELD coaches as originally proposed.

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.

To better support our English Learners an action will be added to this goal to identify and monitor this group of students. From work done this past year, this subgroup of students is not clearly monitored and the services they need not regularly provided. The second action to be added will be to provide teachers with a review of current district practices including the ELD Checklist, so we will implement additional professional development.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Sutherland Elementary School will increase parent involvement at school meetings, events and conferences.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Surveys	2020-21 Determine a baseline participation rate	16% (59 parents) completed the Title I survey. 86% indicated that students and parents felt welcomed on campus and 90% indicated that staff was cared about their student.
Sign In Sheets from Conferences, Meetings and Events	2020-21 Determine a baseline participation rate	13% (43 families) attended the virtual Back to School Night 2020

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 1 Fall and Spring Parent Survey	An online parent survey was completed.	Mailing prep, data entry. (10 hours) 2420 Clerical Temp Title I: Parent Involvement	This was completed online 2420 Clerical Temp Title I: Parent Involvement 0
		Option to mail surveys 5711 Postage Title I	This was completed online. 5711 Postage Title I: Parent Involvement 0
		Printing of survey 5715 Print Shop Title I	This was completed online 0
PI 2 - Provide Parenting Partners (PPT) Classes for parents to help them learn how to better support their children's education.	The district indicated that this program was not going to be supported this year because it was going to be virtual and difficult for parents to attend while their own children would be working online as well.	Time-cards (1 teacher for 8 days) 1120 Teacher Temp Title I: Parent Involvement 993	Time Card 1120 Teacher Temp Title I: Parent Involvement 0
		Refreshments for meetings 4325 Food For Meetings Title I: Parent Involvement	Refreshments for meetings 4325 Food For Meetings Title I: Parent Involvement 0
		Resources and curriculum 4300 Materials Title I: Parent Involvement	Resources and Curriculum 4300 Materials Title I: Parent Involvement 0
PI 3 - To strengthen school to home outreach supplemental materials	Planners were purchased for students. Books were purchased for a parent	Materials, Avid Planners, Binders, and other	Materials and supplies 4300 Materials Title I:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and supplies will be provided to support instruction in ELD, ELA. and Mathematics. To increase communication and connection with parents multiple methods of communication will be employed including mailings, social media, school displays, handouts and student planners.	night and will be used 2021-22 since we could not have parents on campus in 2020-2021. Several Virtual Events were held during the school year and we time-carded teachers who help with these activities.	supplies 4300 Materials Title I: Parent Involvement 200	Parent Involvement 1520.19
		Postage to mail communication home to parents. 5711 Postage Title I	Postage 5711 Postage Title I: Parent Involvement 0
		Books and other materials for parent nights and other engagement activities 4300 Materials Title I: Parent Involvement 1100	Books and other materials for parent nights and other engagement activities 4300 Materials Title I: Parent Involvement 1080.34
		Time cards - To help facilitate after school events and activities. 1120 Teacher Temp Title I 500	Time cards - To help facilitate after school events and activities. 1120 Teacher Temp Title I: Parent Involvement 750
PI 4 Hold regular ELAC meetings and parent information nights	4 ELAC Meetings were held Virtually and 4 SSC meetings were held virtually.	Refreshments 4325 Food For Meetings Title I: Parent Involvement 100	Refreshment 4325 Food For Meetings Title I: Parent Involvement 0
		Resources for parents including teaching supplies and books 4300 Materials Title I: Parent Involvement 200	Resources for parents including teaching supplies and books 4300 Materials Title I: Parent Involvement 0
		Translation at SSC & PTO meetings and other school events. (5 hours) 2120 Para Temp Title I: Parent Involvement 100	Translation at SSC & PTO meetings and other school events. (5 hours) 2120 Para Temp Title I 0

Analysis

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

The implementation of the action and services for increasing parent involvement were significantly hindered by the pandemic. We struggled to get families to log on to virtual ELAC Meetings, Parent information nights and other activities. The purchase of a family math book was not used because it arrived too late in the year and families were not allow on campus to participate in the activities. We planned to continue Parenting Partners but did not because it was going to be virtual.

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

Multiple opportunities during the school year were offered to families to engage and connect with our school but logging in to virtual meeting and activities was not as successful as hoped.

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

At Sutherland Elementary there was no material difference greater than $5000. However, we were not able to implement several of our actions and services because of the pandemic including offering Parenting Partners and in person meetings. We purchased books for a Family Math Night but we were not able to implement this because of the District direction regarding parents on campus.

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.

For the 2021-22 we will be implementing the Jump Into English program instead of Parenting Partners. Our other actions and services identified in this goal we plan on implementing this school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

To provide ongoing, high quality professional development to teachers to enhance their knowledge and learning of best practices in Language Arts, Math, and English Language Development. This includes but is not limited to training in PBIS, AVID and training for Special Education teachers.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-19 California State Dashboard - English Language Arts	2020-21 decrease the points from standard by 15 points for more in English Language Arts.	The California State Dashboard was not updated for 2020-21 because of the pandemic and the modification of the CAASPP.
2018-19 California State Dashboard - Math	2020-21 decrease the points from standard by 15 or more points in Math.	The California State Dashboard was not updated for 2020-21 because of the pandemic and the modification of the CAASPP.
2018-19 California State Dashboard - English Language Learners	2020-21 increase the number of EL students reaching proficiency to 40% or greater on the ELPAC.	The California State Dashboard was not updated for 2020-21 because of the pandemic and the modification of the CAASPP.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 1 - To provide staff with professional development that builds their knowledge in reading, targeted intervention, and using data to track progress and support students.	5 teachers attended the The Online Reading Academy. Teachers from grades kindergarten through 6th grade worked with our reading consultant from CORE. We planned to attend virtually several conferences but because of the pandemic we did not go. In regards to the RCA conferences - we have a credit to use during the 2021-22 school year.	Reading Academy - 5 teacher spots for virtual learning academy. 5800 Prof and Operating/Consultants Title I 2500	Reading Academy - 5 teacher spots for virtual learning academy. 5220 Conference Title I 2500
		Time cards for reading academy 6 modules x 5 hours x 3 teachers 1120 Teacher Temp Title I 4500	Time cards for reading academy 6 modules x 5 hours x 3 teachers 1120 Teacher Temp Title I 5100
		Teachers will attend the ASCD Kindergarten conference, PBIS Conference, the RCA ELA conference and the RCA Math and Science Conference 5220 Conference Title I 6954	Teachers attended the ASCD Kindergarten conference and the PBIS Conference, Our site received a credit for the RCA ELA conference and the RCA Math and Science Conference which will be used in the 2021-22

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			school year. 5220 Conference Title I 179
		Flights, hotels and food voucher for 8 teachers - It is now all virtual 5712 Transportation Title I	Flights, hotels and food voucher for 8 teachers - It is now all virtual 5712 Transportation Title I 0
		Substitutes for teachers to attend Virtual conferences 1150 Teacher Sub Title I 2040	Substitutes for teachers to attend Virtual conferences 1150 Teacher Sub Title I 0
		5 teacher registrations for Virtual Avid Conference - Canceled 5220 Conference Title I	5 teacher registrations for Virtual Avid Conference - Canceled 5220 Conference Title I 0
		Supplemental training materials for site professional development related to the science of reading, small group instruction and math strategies. 4200 Books Title I 1103.69	Supplemental training materials for site professional development related to the science of reading, small group instruction and math strategies. 4200 Books Title I 1032.43
PD 2 - New teacher support. Substitute time so that new teachers can meet with their supervisors and observe their peers.	Three quarters of the school year was distance learning, we did not need to provide subs for teachers to meet with supervisors.		Substitute 1150 Teacher Sub Title I 152.56

Analysis

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

The Kindergarten through third grade teachers participated in 3 hours of SIPPS training, 4-6th grade teachers participated in 1 hour of data discussions and the Special Education teachers and RSP teacher participated in 3 hours of SIPPS training. 5 teachers completed the CORE Reading Academy Course, 1 teacher attended the ASCD Kindergarten conference and 5 teachers attended the PBIS Virtual conference.

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

In the fourth quarter teachers began trying out the SIPPS curriculum with the students in their classroom. These teachers also took advantage of additional coaching by our CORE Consultant. Books were purchased for teachers for a book study but this was not implemented this year.

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

At Sutherland Elementary school a material difference of greater than $5000 was for Action 5.1 We were not able to send teachers to conferences so we did not incur costs for conferences, travel, and substitutes.

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.

With the return to in person learning, funds will allocated to substitutes to provide teachers with site based professional development during the school day. This will include time to analyze and plan using data, using the resources in Amplify Reading and the CAASPP resources. With the lifted restrictions on travel, money will also be allocated to teachers to travel to conferences in order to strengthen their teaching practices in ELA, Math, and Science.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

To improve school climate so that students have a safe, respectful, and orderly learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019-2020 California State Dashboard percentage of chronically absent students.	To decrease the percentage of students identified as chronically absent in 2019-20 from 22.9% to less than 20%.	In 2020-21 Goal not Met. There was an increase in the number of students identified as chronically absent because of the pandemic.
2019-2020 California State Dashboard percentage of students suspended.	To decrease the percentage of students suspended in 2019-20 from 6.1% to less than 5%.	In 2020-21 Goal Met. There was a decrease in the number of students suspended from 5 to 3 and rate of suspension was less than 1%.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To provide ongoing PBIS, AVID, and conflict management training for teachers and staff.	Teachers met at the beginning of the school year to plan and prepare for the 2020-2021 virtual school year and the implementation of PBIS. We were attended the PBIS conference virtually in February and it was free.	PBIS conference in February - Covered under Goal 5 in Professional Development 5220 Conference Title I 0	Held virtually and free. 5220 Conference Title I 0
		5 teacher time cards for PBIS conference - Covered in Goal 5 1150 Teacher Sub Title I 0	We did not need subs because it was virtual. 1150 Teacher Sub Title I 0
School Assemblies to promote a positive school climate	Two assemblies were purchased for the students. The Music Notes Assembly was to support and motivate students prior state testing. It focused on working hard and persevering. The School of Astonishment was purchased as an inventive for attendance.	Assemblies to support school climate including SEL/bullying, STEM Presentations, and Leadership. 5800 Prof and Operating/Consultants Title I 3947.6	Assemblies to support school climate including SEL/bullying, STEM Presentations, and Leadership. 5800 Prof and Operating/Consultants Title I 3198
		microphone system 4400 Equipment ($500-$9,999) Title I 4411.50	microphone system 4400 Equipment ($500-$9,999) Title I 4411.50
Establish a check in system or incentive program with students who are struggling with	A monthly newsletter was created and printed. It was done on site so there was no cost. Our clerk	Communication with parents including recognition for getting	Communication with parents including recognition for getting

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
their behavior and incentive program using PBIS as the model of support.	typist was hired to make calls daily to families who were not attending. We did several virtual evening events in which teachers were compensated for their time. These costs were covered under Goal 4 Parent involvement.	students to attend regularly and parent needs surveys . 5711 Postage Title I 195	students to attend regularly and parent needs surveys - this was free because we did it on site. 5711 Postage Title I 0
		To make calls and to reach out to families who are struggling with attendance and participation. 2420 Clerical Temp Title I 600	To make calls and to reach out to families who are struggling with attendance and participation. 2420 Clerical Temp Title I 1300
		Staff outreach to families and support during family engagement activities. 1120 Teacher Temp Title I 1484	Staff outreach to families and support during family engagement activities. 1120 Teacher Temp Title I 0
To improve the safety of drop off and pick at our school site.	The microphone system was purchased to used be primarily for outdoor assemblies and events. It also was used to support dismissal of students. We did our awards and certificates on site and did not send out to print shop.	Awards and certificates 5715 Print Shop Title I 500	Awards and certificates 5715 Print Shop Title I 0
Incentive activities to promote Perfect Attendance	Banners and signs were purchased and displayed on campus. Student were able to do virtual study trips but these were all free to our students.	Incentives, display materials - PBIS Banners 4300 Materials Title I 1259.75	Incentives, display materials - PBIS Banners 4300 Materials Title I 1259.75
		Academic Study Trips - Including trips to colleges, museums and performing arts. 5872 Field Trips Title I	Academic Study Trips - Including trips to colleges, museums and performing arts. 5872 Field Trips Title I 0
		Materials and activities to support student engagement 4300 Materials Title I 700	Science Kits 4300 Materials Title I 671.15
To provide students with alternative furniture or adaptive tools to help them self monitor and manage their behavior.	This was purchased using our general fund.	Peaceful Playground Materials and supplies 4300 Materials Title I 12553.16	Peaceful Playground Materials and supplies 4300 Materials 0

Analysis

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

With students on Distance Learning for three fourths of the school year, several of the actions identified in Goal 6 did not occur. We purchased signage to support our PBIS expectations. To raise student engagement science kits were purchased and sent home. To motivate students and review test taking strategies a virtual assembly was purchased for students before CAASPP testing. Teachers were time carded to make calls to students who were not engaging during the school day.

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

These activities had limited effectiveness since the majority of the school year students were at home. We did take advantage of virtual field trips and set home extra supplies and activities to enrich student learning.

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

At Sutherland Elementary a material difference of greater than $5000 was in Action 6.1. We were not able to purchase the Peaceful Playground curriculum.

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.

For the 2021-22 school year, we will continue with sending teachers to the PBIS and AVID conferences. This year, we will also send teachers to learn more about the Ron Clark programs at his school in Altanta.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 7

To address the chronic absenteeism and high suspension rates of our African American subgroup as required by the ATSI designation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-19 & 2019-20 African American subgroup was Red on the California State Dashboard for attendance.	In 2020-21 to decrease the number of African American students who are chronically absent and move from Red to Orange on the Dashboard.	The California State Dashboard was not updated for 2020-21 because of the pandemic.
2018-19 the African American subgroup was Yellow on the California State Dashboard for suspensions and in 2019-20 Red.	In 2020-21 to decrease the number of African American students who are suspended and move from Red to Orange on the Dashboard.	The California State Dashboard was not updated for 2020-21 because of the pandemic.

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish a check in system or incentive program with students who are struggling with their behavior and incentive program using PBIS as the model of support.	Our subs identified in Goal 1, Strategy 6 reached out to 3 students in this subgroup to offer online instruction and support.	Incentives to support behavior. This cost was captured in Goal 6, Strategy 3 4300 Materials Title I	Outreach to students - This cost was captured in Goal 6, Strategy 3 1150 Teacher Sub Title I 0
Incentive activities to promote Perfect Attendance	We recognize perfect attendance each month with a certificate, made daily phone calls to student families and made home visits.	This cost was captured in Goal 6, Strategy 5 4300 Materials Title I	This cost was captured in Goal 6, Strategy 5 4300 Materials Title I
Strategy 6: To provide students with alternative furniture or adaptive tools to help them self monitor and manage their behavior.	No purchases were made because there was not a direct link to improving student achievement.	This cost was captured in Goal 6, Strategy 5 4300 Materials Title I	This cost was captured in Goal 6, Strategy 5 4300 Materials Title I

Analysis

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

During distance learning, we reached out to all families whose students were not logging into school with the help of our office staff, teachers, and substitutes. Every month we recognized students in every classroom for demonstrating the PBIS life skills and perfect attendance. When we returned to in person instruction, we continued to make daily calls to students who were not attending and created a check in system for a student.

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

Student behavior during Distance Learning and In person instruction was good with only 3 students being suspended. Although we made calls and recognized students for perfect attendance, our attendance did not improve.

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

At Sutherland Elementary there was no material difference greater than $5000 for Goal 7. As described in Goal 6, the difference in proposed and actual expenditures was the result of not being able to attend conferences in person. We were not able to purchase Peaceful Playgrounds and we were able to time card personnel to do the extra outreach.

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 proposed actions and services.

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, Sutherland Elementary School will show a minimum of 5% increase in proficiency on the following universal measures in English Language Arts:
K-6 DIBELS assessment
2nd - 6th Grade Reading Inventory (RI)
3rd-6th Grade CAASPP English Language Arts
Unique Learning Assessments 1st-6th Grade SDC students

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

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
CAASPP Scores for ELA	25% of students scored proficient or above on the 2020-21 ELA CAASPP Test.	2021-22 To increase the number of students who will meet or exceed standard to 30%.
Dibels Data	2021-22 BOY Nonsense Words Fluency 21% of students meeting or exceeding standards BOY Oral Reading Fluency 43% of students meeting or exceeding standards BOY Oral Reading Fluency Accuracy 49% of students meeting or exceeding standards BOY Reading Comprehension 23% of students meeting or exceeding standards	2021-22 EOY Nonsense Words Fluency increase to 30% of students meeting or exceeding standards EOY Oral Reading Fluency increase to 50% of students meeting or exceeding standards EOY Oral Reading Fluency Accuracy increase to 55% of students meeting or exceeding standards EOY Reading Comprehension increase to 30% of students meeting or exceeding standards
Reading Inventory	2021-22 BOY Reading Inventory - 16% students scored proficient or advanced.	2022 EOY - 21% of students will score proficient or advanced on the Reading Inventory.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1 - To provide students with before school and after school tutoring to support reading.

Students to be Served by this Strategy/Activity

All students

Timeline

October 2021-June 2022

Person(s) Responsible

Principal
Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time-cards for Tutoring (100 hours)

Amount	2000
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum and other materials to support reading intervention activities.

Strategy/Activity 2

ELA - 2 To provide a spring intersession to students

Students to be Served by this Strategy/Activity

All students

Timeline

March 2022

Person(s) Responsible

Principal
Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	5000

Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time-cards for spring intersession (5 teachers for 5 days) 100 hours
Amount	2000
Source	Title I
Budget Reference	4300 Materials
Description	Supplies, curriculum for intersession
Amount	878
Source	Title I
Budget Reference	2120 Para Temp
Description	Time Cards for paras to support during intersession (2 paras for 5 days) 20 hours

Strategy/Activity 3

ELA - 3   Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model. The intervention teacher will support third-sixth grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

Students identified at risk of or not meeting standards.

Timeline

August 2021-June 2022

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	64799
Source	Title I
Budget Reference	1100 Teacher
Description	This position is funded 50% by our site Title I funds and 50% by District Title I funds

Strategy/Activity 4

ELA 4 To provide students with a site based summer school (2 weeks)

Students to be Served by this Strategy/Activity

All students

Timeline

June 2022

Person(s) Responsible

Principal
Teachers
Para Professionals

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Cards for teachers (5 teachers for 10 days)

Amount	878
Source	Title I
Budget Reference	2120 Para Temp
Description	Time Cards for paras to support during intersession (1 para for 10 days)

Amount	2000
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum and Materials needed to support instruction

Strategy/Activity 5

ELA 5 All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.
AVID supplies- Teachers will implement the organizational component of AVID to support all learners.
Every Student will have:
Binders 4th-6th
Dividers 4th-6th
Pencil boxes 1st-6th
Notebooks
Journals
Organizational materials

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-22

Person(s) Responsible

Principal

| Teachers |
| Support Staff |

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	4300 Materials
Description	Organizational supplies - Planners, binders, pencil pouches, pens, highlighters, page dividers

Strategy/Activity 6

ELA 6 All K- 6 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

Students to be Served by this Strategy/Activity

All Students K-6th Grade

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF

Strategy/Activity 7

ELA 7 All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 2nd-6th grade students

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source | LCFF

Strategy/Activity 8

ELA 8 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers 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

Quarter 2 and Quarter 3

Person(s) Responsible

Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Source | LCFF

Strategy/Activity 9

ELA 9 Universal Access time will be scheduled and protected from interruption for 30-45 minutes daily to support K-6 students at their reading level.

Students to be Served by this Strategy/Activity

Students identified as not meeting standards according to Dibels.

Timeline

August 2021- - May 2022

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELA 10 K-3 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.
The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students,
Plus students who need additional Tier 2 support in early reading development
3rd grade whole class SIPPS/intervention supporting tier 2 students

Timeline

August 2021-May 2022

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

ELA 11   iRead or Amplify for all K-3 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-3 students

Timeline

August 2021-2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF

Strategy/Activity 12

ELA 12 MTSS Data Conferences: provide release time for teachers and admin: analyze the DIBELS, Reading Inventory, and CAASPP data.
Collaborate, plan and respond with best practice Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be a part 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

Quarters 1-3

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

ELA 13
Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed. ESGI

Students to be Served by this Strategy/Activity

Kindergarten

Timeline

January - May

Person(s) Responsible

Principal
Kindergarten teachers
Reading Intervention teacher

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

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, Sutherland Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics.
K- 6th Grade Mathematics iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
Unique Learning Assessments

In addition, our students will complete an average of 8 lessons a week on Dreambox.

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

2021 CAASPP Math Scores
2021 BOY iReady Scores
2021 BOY Dreambox Scores

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math Scores % of students Meeting Standard	2020-21 CAASPP Math Scores - 10% of students Met Standard or exceeded standards.	2021-22 Increase the number of students that will meet standard or exceed to 15%.
BOY Iready Scores	2021 BOY Iready - 50% of students were 2 years or more below grade level in math.	2021-22 EOY To decrease the number of students who are 2 or more years below grade level to 45%.
BOY Dreambox Student Growth	2021 BOY 22.5% of students are On Track for meeting standards.	2022 EOY To increase the number of students On Track to 25% or greater.

Planned Strategies/Activities

Strategy/Activity 1

Math 1 - To provide students with extra support in math through before and after school tutoring

Students to be Served by this Strategy/Activity

All students

Timeline

October 2021-June 2022

Person(s) Responsible

Principal
Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time-cards for before and after school tutoring (100 hours)

Amount	1019
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum and materials to support teaching

Strategy/Activity 2

Math 2 - To provide a spring Intersession to students with additional instruction in math.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2022

Person(s) Responsible

Principal
Teachers
Tech-support

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time cards for teachers (This cost is captured in Goal 1, Strategy 2)

Amount	0

Source	Title I
Budget Reference	2120 Para Temp
Description	Time cards for teachers (This cost is captured in Goal 1, Strategy 2)
Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Time cards for teachers (This cost is captured in Goal 1, Strategy 2)

Strategy/Activity 3

Math - 3 To provide opportunities to students to learn and apply math skills in real life situations

Students to be Served by this Strategy/Activity

All students

Timeline

October 2021-June 22

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Hire service providers who provide student led activities in math and science - including the Bricks for Kids program and the Paper Airplane Guy
Amount	1500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Cards for after school Coding Class using Spheros. (2 teachers for 15 hours)

Strategy/Activity 4

MATH 4 To provide students a 2 week site based summer school

Students to be Served by this Strategy/Activity

All students

Timeline

June 2022

Person(s) Responsible

Principal
Teachers
Para Professionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Cards (This cost was captured in Goal 1, Strategy 4)

Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Time cards (This cost was captured in Goal 1, Strategy 4)

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum and Materials (This cost was captured in Goal 1, Strategy 4)

Strategy/Activity 5

MATH 5 All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade 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 2021
May 2021

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF

Strategy/Activity 6

MATH 6 All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

All Students

Timeline

On Going

Person(s) Responsible

Teachers
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF

Strategy/Activity 7

MATH 7 MTSS Data Conferences: provide release time for teachers and admin:
1. Analyze universal screeners iReady and CAASPP Math 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 will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1 and Quarter 3

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Cost Covered in Goal 5 - Professional Development

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, Sutherland Elementary School will show a 5% or more increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:
K-6 DIBELS assessment
2nd - 6th Grade Reading Inventory (RI)
3rd-6th Grade CAASPP English Language Arts

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

2020-21 CAASPP Scores
2020-21 Summative ELPAC Scores
2021-22 BOY Dibels Scores

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores Percentage of English Language Learners meeting standards in ELA and Math.	Based on the 2020-21 CAASPP results, the percent of EL students who met or exceeded standards in ELA was 11% and in math 7%.	2021-22 To increase the percentage of EL students in meeting standard in ELA to 16% and in math to 12% in grades 3-6.
ELPAC Scores Percentage of students scoring 3 or 4 on the test	2019-2020 8.3% of English Language Learners scored a 4 (Well developed Language Skills) on the ELPAC Summative Test.	2021-22 To increase by 15% or more of students scoring a 4 on the ELPAC Summative Test.
DIBELS	2021-22 BOY Nonsense Words Fluency 23% of students meeting or exceeding standards BOY Oral Reading Fluency 22% of students meeting or exceeding standards BOY Oral Reading Fluency Accuracy 29% of students meeting or exceeding standards BOY Reading Comprehension 10% of students meeting or exceeding standards	2021-22 EOY Nonsense Words Fluency increase to 30% of students meeting or exceeding standards EOY Oral Reading Fluency increase to 30% of students meeting or exceeding standards EOY Oral Reading Fluency Accuracy increase to 35% of students meeting or exceeding standards EOY Reading Comprehension increase to 15% of students meeting or exceeding standards
Reading Inventory (2nd-6th)		

Planned Strategies/Activities

Strategy/Activity 1

ELD 1 - English Language Learners will have the opportunity to attend a site based summer school.

Students to be Served by this Strategy/Activity

English Learners

Timeline

June 2022 (2 weeks)

Person(s) Responsible

Principal
Classroom Teachers
Bilingual Para educators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Cards for teachers (This cost was captured in Goal 1, Strategy 4)

Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Time Cards for Paraprofessionals (This cost was captured in Goal 1, Strategy 4)

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum and materials (This cost was captured in Goal 1, Strategy 4)

Strategy/Activity 2

ELD 2 - Provide instructional English Language Arts coaching /ELD Coach 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

English Learners

Timeline

October 21 - June 2022

Person(s) Responsible

Principal
Teachers
Bilingual Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time cards for teachers to work afterschool with ELA or ELD coach. (20 hours)

Strategy/Activity 3

ELD 3 - Students scoring Level 1 or 2 will be provided with Rosetta Stone before or after school.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2020-June 2021

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Cards (20 hours)

Strategy/Activity 4

ELD 4 English Language Learners will be provided with the opportunity to attend the spring intersession.

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2022

Person(s) Responsible

Principal
Teachers
Para educators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time-cards - (This cost was captured in Goal 1, Strategy 2).

Amount	0
Source	Title I
Budget Reference	2120 Para Temp
Description	Time-cards - (This cost was captured in Goal 1, Strategy 2).

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum and other materials needed to support instruction - (This cost was captured in Goal 1, Strategy 2).

Strategy/Activity 5

ELD 5 All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers
Bilingual Aide

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

ELD 6 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers 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-6th Grade English Language Learners

Timeline

Quarter 1 and Quarter 3

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

ELD 7 Universal Access time will be scheduled and protected for 30-45 minutes daily to support K-6 students at their reading level.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Starting August 2021

Person(s) Responsible

Principal
Vice Principal
Teachers
Bilingual Aide

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELD 8 K-3 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.
The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students - Plus students who need additional Tier 2 support in early reading development
3rd grade whole class SIPPS/intervention supporting tier 2 students

Timeline

Starting 2021

Person(s) Responsible

Teachers
Reading Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

ELD 9 Read or Amplify for all K-3 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-3 Grade students

Timeline

August 2021-May 2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELD 10 MTSS Data Conferences: provide release time for teachers and admin:
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 a part 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

Quarters 1-3

Person(s) Responsible

Principal
Vice Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

ELD 11 Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:
1.objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-2022

Person(s) Responsible

Teachers
Principal
Vice Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

ELD 12 Embed ELD support from the Bilingual para-educators

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2021 - May 2022

Person(s) Responsible

Principal
Vice Principal
Bilingual Aide

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Sutherland Elementary School will increase parent involvement at school meetings, events and conferences.

LCAP Goal

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

Basis for this Goal

Sign-in Sheets from 2020 - 2021 Virtual school meetings and events
2021 Fall ThoughtExchange
2020-21 LCAP Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Thought Exchange Data Fall 2021	2021 BOY - Less than 1% of families participated in the online ThoughtExhange.	2022 EOY Thought Exchange - To increase participation to 5%.
Sign In Sheets from Conferences, Meetings and Events	2020-21 60% percent of our families attend school conference.	2021-2022 Increase attendance to conferences to 75% or greater.
Participation in Second Harvest	2021 BOY 83 Families participated in the food distribution program.	2022 EOY 100 Families will participate in food distribution program.

Planned Strategies/Activities

Strategy/Activity 1

PI 1 To increase school to home communication.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021-June 2022

Person(s) Responsible

Principal

Clerical Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	659
Source	Title I: Parent Involvement
Budget Reference	2420 Clerical Temp
Description	Phone calls to families (30 hours)

Amount	878
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Time cards for paraprofessionals to make phone calls, translate at meeting and translate flyers/other information (2 paras, 20 hours total)

Strategy/Activity 2

PI 2 - Provide Jump in English Classes

Students to be Served by this Strategy/Activity

All Students

Timeline

January 2021-June 2021

Person(s) Responsible

Principal PPT staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump in to English program

Amount	100
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Refreshments for meetings

Strategy/Activity 3

PI 3 - To hold SSC, ELAC, PTO meetings and parent information nights

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2021 - June 2022

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	133
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Refreshments

Amount	500
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Presenters and assemblies

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

To provide ongoing, high quality professional development to teachers to enhance their knowledge and learning of best practices in Language Arts, Math, English Language Development and AVID strategies.

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

CAASPP Scores
Dibels Scores
Hours of Professional Development

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP Scores	2020-21 25% of students met or exceeded standards on the CAASPP.	2021-2022 To increase the numbers of students meeting or exceeding standards to 30% on the 2022 CAASPP.
Math CAASPP Scores	2020-21 10% of students met or exceeded standards on the CAASPP	2021-2022 To increase the number of students meeting or exceeding standards to 20% on the 2022 CAASPP.
2020-21 Number of Hours of professional development for Staff	2020-21 The staff participated in 150 hours of professional development.	2021-2022 The staff will participate in 200 or more hours of professional development.

Planned Strategies/Activities

Strategy/Activity 1

PD 1 - All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2021 -June 2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	1800
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Reading Academy - 3 teacher spots for virtual learning academy.

Amount	3600
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time cards for reading academy 6 modules x 4 hours x 3 teachers (72 hours)

Amount	2000
Source	Title I
Budget Reference	5220 Conference
Description	RCA Training in Atlanta, PBIS conference, Avid Conference , CASL

Amount	8800
Source	Title I
Budget Reference	5712 Transportation
Description	Flights, hotels and food voucher for 5 teachers to visit the Ron Clark Academy, CASL

Amount	4900
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes for teachers to attend conferences or PD (20 subs)

Strategy/Activity 2

PD 2 - To support teachers by providing them with substitute time to meet with their colleagues, coaches, supervisors and observe their peers.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021-June 2022

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	3675
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Time card for substitutes (15 days)

Strategy/Activity 3

PD - 3   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 - June 2022

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	3675
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Subs for teachers to attend site based data analysis and planning pull out days. (15 subs)
Amount	3000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time cards for after school professional development (19 teachers x 3 hours)

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

School Climate

Goal Statement

To improve school climate so that students have a safe, respectful and orderly learning environment.

LCAP Goal

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

Basis for this Goal

Historical data on attendance and suspension rates demonstrate the need for activities and interventions to increase attendance and decrease the number of students being suspended.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2020-21 California State Dashboard % of students chronically absent	35.31% students were identified as chronically absent in 2020-21	Decrease the number of chronically absent students to under 30%.
2020-21 California State Dashboard number of students suspended	3 students were suspended at least once in 2020-21	Decrease the number of students suspended to under 2.
2020-21 SEL Survey	2021 BOY 48% of students 3rd through 6th grade feel that they can be successful at school.	2022 EOY To increase the number of students who feel that they can be successful at school to 55%.

Planned Strategies/Activities

Strategy/Activity 4

SC - 1 School Assemblies to promote a positive school climate

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020 to June 2021

Person(s) Responsible

Principal
PBIS Team
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Academic Assemblies and other activities

Strategy/Activity 5

SC - 2 To support PBIS Tier 1, Tier 2, & Tier 3 Behavior, Attendance and Academic student interventions and supports.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal
PBIS Team
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	878
Source	Title I
Budget Reference	2420 Clerical Temp
Description	To make calls and to reach out to families who are struggling with attendance and participation. (30 hours)
Amount	2000
Source	Title I
Budget Reference	4300 Materials
Description	Supplies to support check in system, incentives, PBIS display materials, banners and books.

Strategy/Activity 6

SC - 3 Incentive activities to promote Perfect Attendance, academics and good behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 - June 2022

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	5872 Field Trips
Description	Academic Study Trips - Including trips to colleges, museums and performing arts.

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Additional Targeted Support and Improvement

Goal Statement

Sutherland Elementary will improve on one or more indicators in the student group, African American Students, from red to orange, on the California Department of of Education Dashboard for the 2021-22 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon needs, Sutherland will provide training and professional development for administration, teachers and school staff to increase knowledge of instructional strategies and student engagement to improve student outcomes.

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

CDE Dashboard Data for the 2018-2019 school year indicated that Sutherland was in the red in two of the four indicators for African American Students. The indicators are Chronic Absenteeism, Suspension, ELA and Mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-19 Chronic Absenteeism	Red for African American Students	Move to Orange on the dashboard for African American Students
2018-19 Suspension Rate	Red for African American Students	Move to Orange on the dashboard for African American Students

Planned Strategies/Activities

Strategy/Activity 1

ASTI 1 - To identify students who will benefit from the Tier 2 levels of student supports and interventions targeting attendance and behavior.

Students to be Served by this Strategy/Activity

African American Subgroup

Timeline

October 2021 - June 2022

Person(s) Responsible

Principal
Office Staff

| Teachers |
| PBIS Team |
| Counselor |

Proposed Expenditures for this Strategy/Activity

Amount	666
Source	Title I
Budget Reference	4300 Materials
Description	Curriculum, books, planners,

Strategy/Activity 2

ATSI 2 - Professional Development

Students to be Served by this Strategy/Activity

African American Subgroup

Timeline

August 2020-June 2021

Person(s) Responsible

| Principal |
| Office Staff |
| Teachers |

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Comprehensive Support and Improvement
Budget Reference	5220 Conference
Description	This cost was captured in Goal 5,Action 1

Strategy/Activity 3

ASTI -3 Provide time for teachers and staff to collaborate during the work day. This time will focus on reviewing and analyzing data regarding instructional practices and engagement strategies and its effect on each of the indicators. Based on this information teachers will be given time to plan and prepare instruction.

Students to be Served by this Strategy/Activity

African American Students

Timeline

August 2020-June 2021

Person(s) Responsible

Principal

Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Comprehensive Support and Improvement
Budget Reference	1150 Teacher Sub
Description	This cost was captured in Goal 5,Action 3

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	152,538.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	150268	0.00
Title I: Parent Involvement	2270	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	0.00
Title I	150,268.00
Title I: Parent Involvement	2,270.00

Preliminary Plan		Final Plan	
(signature)	11/02/2021 12:00 am		
Principal	*Date*	*Principal*	*Date*
(signature)	11/02/2021 12:00 am		
SSC Chairperson	*Date*	*SSC Chairperson*	*Date*
(signature)	11/04/2021 02:30 pm		
Program Manager	*Date*	*Program Manager*	*Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1150 Teacher Sub	Comprehensive Support and Improvement	0.00
5220 Conference	Comprehensive Support and Improvement	0.00
1100 Teacher	Title I	64,799.00
1120 Teacher Temp	Title I	35,100.00
1150 Teacher Sub	Title I	12,250.00
2120 Para Temp	Title I	1,756.00
2420 Clerical Temp	Title I	878.00
4300 Materials	Title I	17,685.00
5220 Conference	Title I	2,000.00
5712 Transportation	Title I	8,800.00
5800 Prof and Operating/Consultants	Title I	4,000.00
5872 Field Trips	Title I	3,000.00
2120 Para Temp	Title I: Parent Involvement	878.00
2420 Clerical Temp	Title I: Parent Involvement	659.00
4325 Food For Meetings	Title I: Parent Involvement	233.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	500.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

10 Total

Name of Members	Role
Elizabeth Horton	Principal
Gale Krogh	Classroom Teacher
Victoria Bartholomew	Classroom Teacher
William Yates	Classroom Teacher
Sandy Smallie	Other School Staff
Tim Smith	Parent or Community Member
Syed Shah	Parent or Community Member
Denise Ali	Parent or Community Member
Tye Harris-Giller	Parent or Community Member
Jaymi Sparklin	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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 09/29/2021.

Attested:

Preliminary Plan		Final Plan	
	11/02/2021 01:45 pm		
Principal	*Date*	*Principal*	*Date*
	11/02/2021 12:00 am		
SSC Chairperson	*Date*	*SSC Chairperson*	*Date*
	11/04/2021 02:30 pm		
Program Manager	*Date*	*Program Manager*	*Date*