

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bridges Community Based School, NCC	49753580121236	September 2020	December 1, 2020

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)

Targeted Support and Improvement

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

The NCC parent and family engagement policy was developed jointly with, agreed on with, and distributed to, parents and family members of participating children through stakeholder engagement meetings, School Site Council meetings, and survey feedback. It was distributed via email. All WUSD families are required to have email, and all have access to kiosks in each school office if they do not have their own device/internet access.

NCC will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children through parent/teacher conferences, principal hosted parent education meetings, School Site Council meetings, DELAC/ELAC meetings, Migrant Education PAC meetings, and written communication home.

NCC will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand via written communication in a language parents understand, parent/teacher conferences held with an interpreter who can communicate in a language parents can understand, DELAC/ELAC and Migrant Education PAC meetings with interpretation in a language parents can understand, LCAP Core Committee meetings with interpretation provided in a

language parents can understand, and voice mail and text messages in a language parents can understand.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Survey conducted by the district and NCC parent survey were reviewed. LCAP Survey consisted of 10 respondents. Overall from the LCAP survey parents agree that the school is providing healthy food choices, good communication-including Spanish speaking families, updates on school information, staff care about students. There were a number of 'unsure' responses that indicates that more communication is needed to provide information to families about programs. Areas that families disagreed with included having a good friend at school (32% of respondents -2), school seeks parent input -(disagrees 1), visual and performing arts opportunities (1 respondent) and sports and group activities are not available (1 respondent). It appears from the surveys that information from school to home is needed -the opportunities for students to participate in activities such as art and groups is not communicated to at least one member of the participants.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal and formal Classroom observations occurred throughout the year. Attendance at IEPs for administration occurred as mandated by law and allowed for opportunities to observe the outcome of student engagement in IEPs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

NCC uses the state assessment California Alternate Assessment. Students are taught using a modified curriculum aligned with the California State Standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

North County Consortium is comprised of students with Individualized Education Plan's (IEP's). Each student's progress is monitored and reported on trimesters. Each student goal is monitored through data collection, teacher observations, and formative testing.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the criteria for highly qualified teachers and are appropriately credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff are provided professional development days during the school year and have trainings specific to student disabilities, teaching strategies, behavior modification, online SEIS system, and adopted curriculum as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

NCC has adopted a modified curriculum that is aligned to the content standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our teachers and service providers receive trainings throughout the year specific to their positions. We contract with the SELPA for ongoing trainings and support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers meet to discuss student expectations, outcomes, behavior management systems, continuity from class to class, they observe each other and work together to build and grow their classrooms and program.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our curriculum is modified and aligned to the content standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students participate in block rotation at the middle and high schools. At the elementary grades 3-5 students are rotating classes. Our Tk-2nd grade classroom is aligned for minutes with the general education population.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

n/a

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers are currently using the Attainment Curriculum for Science, Math, ELA. Goals are written and addressed for functional based skills using Social Skills, Hygiene, Community Safety using the Attainment Curriculum as well.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

n/a

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

n/a

Evidence-based educational practices to raise student achievement

We use a variety of research based practices to serve our students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our students receive services for disabilities such as Occupational Therapy, Speech and Language, Physical Therapy, Counseling, Adapted Physical Education with Specialized Academic Instruction to support students with special needs achieve their goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, teachers, classified staff, and community members participate in Site Council to determine the planning, implementation, and evaluation of Title I funding.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding is utilized to purchase supplemental curriculum and materials to support students in their learning.

Fiscal support (EPC)

Title I funding supports NCC.

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

North County Consortium holds bi-monthly Site Council meetings to discuss and plan for the SPSA.

Resource Inequities

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

Students do not always have access to visual and performing arts, and groups on school campus. Highly qualified teachers-NCC has hired 3 intern teachers. District is hiring earlier in the year, adding signing bonuses, and including years of credit as incentives to attract more highly qualified teachers. Teachers with Moderate/Severe disabilities credentials are lacking in the local area.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.22%	2.17%	4.08%	1	1	2
African American	%	%	0%			0
Asian	4.44%	4.35%	4.08%	2	2	2
Filipino	%	%	0%			0
Hispanic/Latino	51.11%	50%	57.14%	23	23	28
Pacific Islander	%	%	0%			0
White	42.22%	43.48%	34.69%	19	20	17
Multiple/No Response	%	%	0%			0
Total Enrollment				45	46	49

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	1	3	4
Grade 1	4	2	4
Grade 2	2	3	4
Grade 3	4	1	4
Grade 4	6	3	1
Grade 5	3	4	4
Grade 6	2	3	3
Grade 7	2	2	3
Grade 8	3	2	2
Grade 9	2	5	2
Grade 10	5	1	3
Grade 11	1	6	2
Grade 12	10	11	13
Total Enrollment	45	46	49

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	9	13	17	20.0%	28.3%	34.7%
Fluent English Proficient (FEP)	1	1	1	2.2%	2.2%	2.0%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
46	39.1	28.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	28.3
Socioeconomically Disadvantaged	18	39.1
Students with Disabilities	46	100.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	2.2
Asian	2	4.3
Hispanic	23	50.0
White	20	43.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>No Performance Color</p>	<p>Chronic Absenteeism</p>  <p>No Performance Color</p>	
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

- 1.

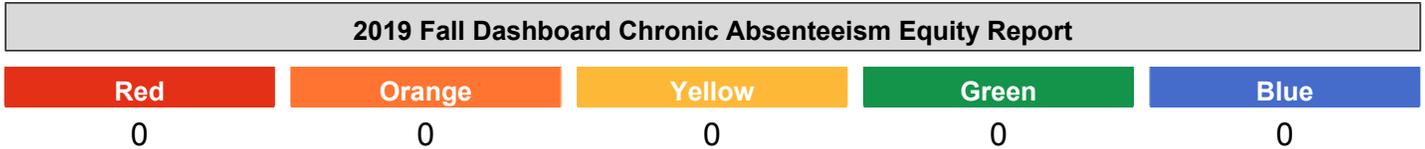
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>24</p> <p>Declined -9.3</p> <p>25</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>16.7</p> <p>12</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>8.3</p> <p>Declined -38.3</p> <p>12</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>24</p> <p>Declined -9.3</p> <p>25</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">18.8</p> <p align="center">Declined -14.6</p> <p align="center">16</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">8</p>

Conclusions based on this data:

- 1.

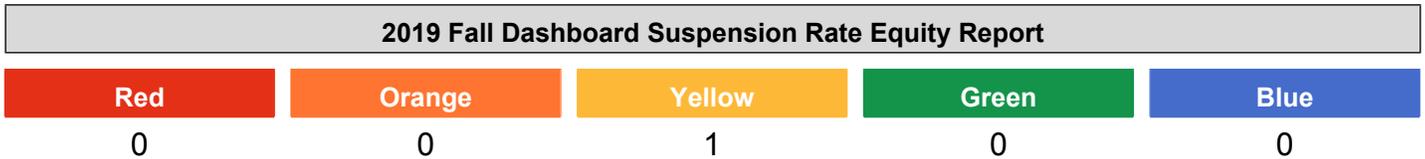
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>1.9</p> <p>Increased +1.9</p> <p>52</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.3</p> <p>16</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>4.5</p> <p>Increased +4.5</p> <p>22</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.9</p> <p>Increased +1.9</p> <p>52</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 3.4 Increased +3.4 29			 No Performance Color 0 Maintained 0 20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.9

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Curriculum

LEA/LCAP Goal

Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

Goal 1

Academic/IEP Goal Progress: In order to cooperatively monitor and record student progress, teachers will provide families with a goal matrix/data sheet with personalized IEP goals for parent use to, with the support of the teaching staff, complete the data sheets independently or with an agreed upon scheduled time (at family's convenience) monthly or quarterly to jointly track IEP goal progress during Distance Learning, with an 85% participation of families in the SDC classrooms-preschool through age 22.

Identified Need

Collecting data on progress for student IEP's.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal Data sheets completed	Currently there is not a data sheet for families to utilize.	100% of goals generated on data sheets to collect data on progress for IEP goals.
Parent participation	This is a new effort and we do not yet have data	85% of parent participation in goal progress reporting

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers received a training on Google Survey to generate data forms that allow families and staff to respond to questions on how progress is being made-each form then generates data sheets to show progress growth over time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials for in home activities during Distance Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

none

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

When we were forced to Distance Learning-we had Unique Learning System ready to go and teachers were able to access this curriculum quickly with trainings and support.

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

We were unable to utilize the system in an interactive format as intended due to distance learning.

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

This goal will not continue. Teachers are able to utilize the curriculum differentiating as appropriate per student need. 100% of teachers found the curriculum useful, and once trained, easy to navigate for online learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning and Working Environments

LEA/LCAP Goal

Create and maintain optimum learning and working environments for students and staff.

Goal 2

Student Engagement: Increase the amount of student engagement from 85% of student engagement to 100% by working with families on creative ways to engage their students using a variety of methods such as FaceTime, Google Classroom, photos to turn in assignments, scheduled weekly check-ins, paper packets, and hands-on materials, and providing support to expand the academic learning opportunities at home using the child's natural environments and routines.

Identified Need

Based on current attendance records, students are attending at a rate of 85% -in order to address student engagement, strategies will be implemented to increase attendance by 15% to 100% attendance rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance rates reported in Aeries	Current student attendance is at 85%	Increase student attendance for DL to 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Vary activities required by students and families to meet their needs while at home to include using packets, facetime, phone calls, and delivery of needed materials, utilizing parent video recordings to monitor student engagement with activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	Title I 4000-4999: Books And Supplies Student Materials to address activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Overall implementation included teachers collaborating on creating a matrix divided between elementary and secondary grades, creating lesson plans appropriate to grade levels and learning abilities, using similar language across classroom settings. This goal was interrupted due to the Shelter in Place orders and Distance Learning.

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

There were no expenditure issues, however NCC has approximately 4 new staff members out of 8. Continuation of the goal will depend on getting the new staff trained.

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

This goal will not continue during Distance Learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

Build effective and relevant family partnerships to increase student achievement and engagement in school.

Goal 3

Family Support Trainings for student behavior: To increase student independence activities in the home, NCC will provide a series of behavior support trainings to families, including a variety of topics such as: self-regulation/sensory input, scripting/social stories, zones of regulation, and prompt hierarchy, all of which will support families/parents on how to support their students with self regulation and increased attention to task. Baseline and progress data will be collected by providing parents with a before and after using Likert rating scale of Strongly Agree to Strongly Disagree with an increase of at least 33% improvement from the baseline data per topic.

Identified Need

Based on a recent survey, parents indicated a need for support in student independence and behavior in the home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Likert Survey given before and after the Behavior Support Trainings indicating a 33% increase in parent 'agree' responses.	Based on the initial Likert Scale Questionnaire, parents responded they agree they have knowledge in the following areas: Scripting: 33% ; Social Stories: 33% ; Social Emotional Learning: 16%; Self-Regulation and Sensory Input: 16%; Zones of Regulation: 0%; Prompt Heirarchy: 0%; Working on IEP goals in the home: 0% and Reward Charts: 0%	Increase each topic by 33% of families agreeing to having knowledge in the specified areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Behavior support videos sent home to families recorded by the NCC Behaviorist. Follow up Q&A Zoom meeting to support families with questions and concerned. One time monthly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Translation Services

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Follow up Q&A for families who have viewed the Behavior Support Videos

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

none

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This goal was not analyzed or implemented due to the Shelter in Place order and Distance Learning

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

n/a

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

n/a

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2700.
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,700.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$2,700.00

Subtotal of additional federal funds included for this school: \$2,700.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$2,700.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	2,700.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
2000-2999: Classified Personnel Salaries	300.00
4000-4999: Books And Supplies	2,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	Title I	300.00
4000-4999: Books And Supplies	Title I	2,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	2,400.00
Goal 3	300.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Victoria Long	Principal
Stephen Tinelli	Classroom Teacher
Juliana LeRoy	Parent or Community Member
Stella Stevens	Parent or Community Member
Lesley Legakis	Parent or Community Member
Gillian Hornbostel	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Compensatory Education 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 9/27/2020.

Attested:

Principal, Victoria Long, Principal on 9/27/20