

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Academy Council (AC) Approval Date	Local Board Approval Date
Yav Pem Suab Academy	34 67439 0121665	October 6, 2020	October 12, 2020

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

This year, the Local Control Accountability Plan (LCAP) had been waived by the state. In place of the waiver, the SPSA is a comprehensive plan to address student achievement. As a plan that needed input from all stakeholders, it was presented at the following sessions for feedback opportunities:

Staff Meeting:

September 17, 2020 (Presented to school staff for feedback)
October 1, 2020 (Presented revised draft for additional feedback)

Academy Council/ELAC Meeting:

October 6, 2020 (Academy Council Meeting – Presented to council members for feedback and approval)
October 7, 2020 (ELAC Meeting – Presented to committee for additional feedback, if any)
October 12, 2020 Presentation to UCSC Board for approval

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Increase 4.07% student outcome schoolwide on the 2020-21 SBAC in ELA from 50.93% to 55%. Third and fourth grade would need an increase of 55% due to the lack of previous baseline data, fifth grade would need a 4.23%, and sixth would need 1.37%, respectively.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

The basis of this goal is derived from the established CAASPP goals in the 2020-2025 YPSA Charter Petition as shown in the tables below:

CAASPP (ELA)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Schoolwide	55%	60%	65%	70%	75%	80%
Asian	60%	65%	70%	75%	80%	85%
Black or African American	35%	40%	45%	50%	55%	60%
Hispanic or Latino	45%	50%	55%	60%	65%	70%
Socio-economically Disadvantaged	55%	60%	65%	70%	75%	80%
English Learners	35%	40%	45%	50%	55%	60%
Scholars with Disabilities	15%	20%	25%	30%	35%	40%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Schoolwide	In 2018-19, 50.93% of students met or exceeded standards on the SBAC in ELA.	4.07% increase
CAASPP ELA Grade 3	In 2018-19, 0% of students met or exceeded standards on the SBAC in ELA (Based on lack of available data due to no CAASPP testing in 2 nd grade.)	55.00% increase
CAASPP ELA Grade 4	In 2018-19, 0% of students met or exceeded standards on the SBAC in ELA (Based on lack of available data due to no CAASPP testing in 3 rd grade.)	55.00% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grade 5	In 2018-19, 50.77% of the current 5 th grade students met or exceeded standards on the SBAC in ELA.	4.23% increase
CAASPP ELA Grade 6	In 2018-19, 53.63% of students met or exceeded standards on the SBAC in ELA.	1.37% increase

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

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

All Students

Strategy/Activity

Provide targeted instruction to students who are nearly meeting standards (Performing at CAASPP ELA Level 2 or not meeting grade level standards) using individual learning plans and 1-1 instruction provided by classroom teachers.

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Receive Individual Learning Plan (ILP) training on how to develop the ILP and progress monitor.	Teachers	June 1, 2021	ILP for each student not meeting grade level standards by October 29, 2020.
Provide 1-1 intervention to students with ILPs.	Teachers	June 1, 2021	Small group or 1-1 schedules created by October 29, 2020.
Disaggregate data, analyze, and synthesize the data using the 4R's (Recall, Research, Reflect, Respond) and the data collaborative inquiry process to determine the steps needed to close the achievement gaps between where the students are and the grade level expectations.	Teachers	June 1, 2021	4R's and Data Collaborative Inquiry schedule for each grade level team by October 29, 2020. Achievement gains in NWEA (Winter

			and Spring) and MobyMax (2 nd and 3 rd Trimester data) by 90% of students with ILPs.
Institute Meaningful Content, Absence of Threat, Reflection Opportunity, Context (MARC) into every lessons daily	Teachers	June 1, 2021	<p>Training for teachers by January 2021.</p> <p>Evidence of MARC listed in teacher lesson plans by February 2021.</p> <p>Observation evidence during walkthroughs by administrators by March 2021.</p> <p>Increased academic achievement in NWEA, CAASPP, MobyMax, and Report Cards by June 2021.</p>

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)
\$1,525,975	LCFF
\$381,423.95	EPA

Goal 2

Increase 8.20% student outcome schoolwide on the 2020-21 SBAC in Math. Third grade would need an increase of 55% due to the lack of previous baseline data, fourth grade would need a 4.23%, fifth grade would need a 1.37%, and sixth would need 17.69%, respectively.

Identified Need

The basis of this goal is derived from the established CAASPP goals in the 2020-2025 YPSA Charter Petition as shown in the tables below:

CAASPP (Math)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Schoolwide	45%	50%	55%	60%	65%	70%
Asian	45%	50%	55%	60%	65%	70%
Black or African American	10%	15%	20%	25%	30%	35%
Hispanic or Latino	45%	50%	55%	60%	65%	70%
Socio-economically Disadvantaged	40%	45%	50%	55%	60%	65%
English Learners	25%	55%	60%	65%	70%	75%
Scholars with Disabilities	10%	15%	20%	25%	30%	35%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP math Schoolwide	In 2018-19, 36.80% of students met or exceeded standards on the SBAC in Math.	8.20% increase
CAASPP Math Grade 3	In 2018-19, 0% of students met or exceeded standards on the CAASPP Math (Based on lack of available data due to no CAASPP testing in 2 nd grade.)	45.00% increase
CAASPP Math Grade 4	In 2018-19, 0% of students met or exceeded standards on the SBAC in Math (Based on lack of available data due to no CAASPP testing in 3 rd grade.)	45.00% increase
CAASPP Math Grade 5	In 2018-19, 52.30% of students met or exceeded standards on the SBAC in Math.	Maintain 52.30% achievement
CAASPP Math Grade 6	In 2018-19, 39.13% of students met or exceeded standards on the SBAC in Math.	5.87% increase

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

Provide one-to-one intervention to students who are nearly meeting standards (Performing at CAASPP ELA Level 2 or not meeting grade level standards) using individual learning plans.

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Provide Individual Learning Plan (ILP) training to teachers on how to develop the ILP and progress monitor.	Teachers	June 1, 2021	ILP for each student at the nearly met standard level by October 29, 2020.
Provide 1-1 intervention to students with ILPs.	Teachers	June 1, 2021	Small group or 1-1 schedules created by October 29, 2020.
Disaggregate data, analyze, and synthesize the data using the 4R's (Recall, Research, Reflect, Respond) and the data collaborative inquiry process to determine the steps needed to close the achievement gaps between where the students are and the grade level expectations.	Teachers	June 1, 2021	4R's and Data Collaborative Inquiry schedule for each grade level team by October 29, 2020. Achievement gains in NWEA (Winter and Spring) and MobyMax (2 nd and 3 rd Trimester data) by 90% of students with ILPs.

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)

\$0

Cost included in teacher salaries in Goal 1

Goal 3

Increase 4.50% EL student outcome at Level 4 (Bridging) as measured by the Summative ELPAC.

Identified Need

The basis of this goal is derived from the established ELPAC goals in the 2020-2025 YPSA Charter Petition as shown in the tables below:

ELPAC

Subgroups	ELPAC 2020	ELPAC 2021	ELPAC 2022	ELPAC 2023	ELPAC 2024	ELPAC 2025
Schoolwide	20%	25%	30%	35%	40%	45%
Asian	20%	25%	30%	35%	40%	45%
Hispanic or Latino	25%	30%	35%	40%	45%	50%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	In 2018-19, 15.50% of 129 EL students tested scored level 4 (Bridging).	4.50% increase

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 EL students

Strategy/Activity

Provide integrated and designated ELD instruction to EL students by classroom teachers and provide foundational skills intervention to EL students performing at ELPAC levels 1-2 by instructional aides.

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Provide Integrated ELD in every lesson throughout the day and	Teachers	June 1, 2021	ELD lessons are written in teacher weekly lesson plans

Designated ELD (30 minutes) instruction daily.			and evidence of ELD instruction in the classroom by October 29, 2020. Disaggregating EL student data during 4Rs and Data Collaborative Inquiry Process.
Provide 1-1 instructional support to targeted (ELPAC Levels 1-2) students on foundational literacy skills.	Instructional Aides	June 1, 2021	1-1 Instructional support schedule by October 29, 2020.

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)
\$0	Cost included in teacher salaries in Goal 1
\$14,529 (26% of 2 Instructional Aides Salary)	Title III
\$41,316.18 (74% of 2 Instructional Aides Salary)	LCFF
\$22,622.81 (Instructional Materials)	Lottery Restricted
\$1,5735.45 (Instructional Materials)	LCFF

Goal 4

Increase 5.29% student outcomes for meeting and exceeding standards for third through sixth grade economically disadvantaged students on the 2020-21 SBAC in ELA and 6.86% increase in Math.

Identified Need

The basis of this goal is derived from the established CAASPP goals in the 2020-2025 YPSA Charter Petition as shown in the tables below:

CAASPP (ELA)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
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Socio-economically Disadvantaged	55%	60%	65%	70%	75%	80%
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CAASPP (Math)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Socio-economically Disadvantaged	40%	45%	50%	55%	60%	65%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA -Economically Disadvantaged	In 2018-19, 49.71% of students met or exceeded standards.	5.29% increase
SBAC Math -Economically Disadvantaged	In 2018-19, 33.14% of students met or exceeded standards.	6.86% increase

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 economically disadvantaged students who scored at the nearly met standard level in third through sixth grade.

Strategy/Activity

Provide instruction to economically disadvantaged students who are not meeting or nearly meeting standards (Performing at CAASPP Levels 1 and 2).

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Provide 1-1 instructional support to targeted students by instructional aides on foundational literacy and numeracy skills.	Instructional Aides	June 1, 2021	1-1 Instructional support schedule by October 29, 2020. 100% readers beginning in third grade.

			100% of students able to read 1,000 Fry's sight words.
Provide MobyMax lesson assignment training to all ATT Supervisors.	ATT Program Manager	December 1, 2020	ATT Supervisors trained on step by step lesson assignments in MobyMax that are aligned to the classroom taught standards by December 1, 2020.
Align MobyMax lessons to target specific skills and standards needed by students.	ATT Supervisors	June 1, 2021	Lesson Assignments in MobyMax are matched up with lessons taught in classroom by December 17, 2020

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)
\$54,704 (65.5% of 3 Instructional Aides Salary)	Title I
\$29,015 (34.5% of 3 Instructional Aides Salary)	LCFF
\$34,200 (31% of ATT Staff Salary)	Low Performing Student Block Grant
\$76,049 (69% of ATT Staff Salary)	LCFF

Goal 5

Increase 2.5% student outcomes for meeting and exceeding standards for third through sixth grade students with disabilities on the 2020-21 SBAC in ELA and 3.75% increase in Math.

Identified Need

The basis of this goal is derived from the established CAASPP goals in the 2020-2025 YPSA Charter Petition as shown in the tables below:

CAASPP (ELA)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Students with Disabilities	15%	20%	25%	30%	35%	40%

CAASPP (Math)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Students with Disabilities	10%	15%	20%	25%	30%	35%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA -Students with Disabilities	In 2018-19, 12.5% of students met or exceeded standards.	2.5% increase
SBAC Math - Students with Disabilities	In 2018-19, 6.25% of students met or exceeded standards.	3.75% increase

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 with disabilities who scored at the nearly met standard level in third through sixth grade.

Strategy/Activity

Provide instruction to students with disability who are not meeting or nearly meeting standards (Performing at CAASPP Levels 1 and 2) **in addition to the regular support provided by the stipulations in the IEPs.**

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Provide 1-1 instructional support to targeted students by instructional aides on foundational literacy and numeracy skills.	Instructional Aides	June 1, 2021	1-1 Instructional support schedule by October 29, 2020.

			100% readers beginning in third grade. 100% of students able to read 1,000 Fry's sight words.
Provide MobyMax lesson assignment training to all ATT Supervisors.	ATT Program Manager	December 1, 2020	ATT Supervisors trained on step by step lesson assignments in MobyMax that are aligned to the classroom taught standards by December 1, 2020.
Align MobyMax lessons to target specific skills and standards needed by students.	ATT Supervisors	June 1, 2021	Lesson Assignments in MobyMax are matched up with lessons taught in classroom by December 17, 2020

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)

\$0	Cost included in proposed expenditure in Goal 4
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Goal 6

Increase 11.19% student outcomes for meeting and exceeding standards for third through sixth grade Black or African American students on the 2020-21 SBAC in ELA and 6.24% increase in Math.

Identified Need

The basis of this goal is derived from the established CAASPP goals in the 2020-2025 YPSA Charter Petition as shown in the tables below:

CAASPP (ELA)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Black or African American	35%	40%	45%	50%	55%	60%

CAASPP (Math)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Black or African American	10%	15%	20%	25%	30%	35%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA - Black or African American	In 2018-19, 23.81% of students met or exceeded standards.	11.19% increase
SBAC Math - Black or African American	In 2018-19, 4.76% of students met or exceeded standards.	6.24% increase

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 Black or African American students who scored at the nearly met standard level in third through sixth grade.

Strategy/Activity

Provide instruction to Black or African American students who are not meeting or nearly meeting standards (Performing at CAASPP Levels 1 and 2). **The instructional aide support is in addition to the general education provided by the school to all students.**

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Provide 1-1 instructional support to targeted students by instructional aides on foundational literacy and numeracy skills.	Instructional Aides	June 1, 2021	1-1 Instructional support schedule by October 29, 2020. 100% readers beginning in third grade.

			100% of students able to read 1,000 Fry's sight words.
Provide MobyMax lesson assignment training to all ATT Supervisors.	ATT Program Manager	December 1, 2020	ATT Supervisors trained on step by step lesson assignments in MobyMax that are aligned to the classroom taught standards by December 1, 2020.
Align MobyMax lessons to target specific skills and standards needed by students.	ATT Supervisors	June 1, 2021	Lesson Assignments in MobyMax are matched up with lessons taught in classroom by December 17, 2020

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)

\$0

Cost included in proposed expenditures in Goal 4

Goal 7

100% of all kindergarten students will master their upper-case, lower-case, and letter sounds; they will master their number recognition and counting from 0-100 and have mastery of the first 100 sight words by the end of June 2021.

Identified Need

Using the 2020 Beginning of Year kindergarten assessments, 45% of the students can recognize their upper-case and lower-case letters. This means that 55% of the students cannot recognize the letters. Also, 32% of the students know their sounds, indicating that 68% of the students do not know their letter sounds.

25% of the students tested can count from 0 – 100; this shows that 75% of the students cannot count to 100.

The sight word test indicated only three students know between 2-5 words out of the fifty words.

Kindergarten BOY 2020-2021								
	Upper Case Recognition		Lower Case Recognition		Letter Recognition		Letter Sound	
	Total #	Total %	Total #	Total %	Total #	Total %	Total #	Total %
Mastered	29	55%	25	47%	24	45%	17	32%
Not Mastered	24	45%	28	53%	29	55%	36	68%
Kindergarten								
	Number Recognition				Counting			
	Total		Total %		Total		Total %	
Mastered	18		34%		13		25%	
Not Mastered	35		66%		40		75%	

YPSA will implement intervention strategies with kindergarten students who have not demonstrated mastery of their foundational literacy and numeracy skills, and sight words.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beginning of Year Kindergarten Assessment - Letter/Sound Recognition	45% of the students can identify upper-case and lower-case letters. 32% of the students can produce the sounds that go with all upper-case and lower-case letters.	100% of the students will be able to recognize all upper-case and lower-case letters and will be able to produce the sounds of each upper-case and lower-case letters. (Move into reading words and sentences when possible)
Beginning of Year Kindergarten Assessment - Number Recognition	25% of the students can count to 100.	100% of students will be able to recognize and count to 100 or beyond.
Beginning of Year Kindergarten Assessment – Sight Word Test	0% of the students know their sight words.	100% of students will know 100 sight words or beyond.

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 kindergarten students

Strategy/Activity

Provide targeted instruction to kindergarten students on foundational literacy and numeracy skills, as well as sight words by instructional aides.

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Provide 1-1 instructional support to targeted students from instructional aides on foundational literacy and numeracy skills.	Instructional Aides	June 1, 2021	1-1 Instructional support schedule by October 29, 2020.
Provide 1-1 instructional support to targeted students from instructional aides on sight words	Instructional Aides	June 1, 2021	1-1 Instructional support schedule by October 29, 2020.
Provide 1-1 intervention support to targeted students through use of ILP, 4Rs, and Data Collaborative Inquiry Process	Kinder Teachers	June 1, 2021	1-1 Intervention schedule. ILPs for scholars by October 29, 2020
Institute Meaningful Content, Absence of Threat, Reflection Opportunity, Context (MARC) into every lessons daily	Kinder Teachers	June 1, 2021	<p>Training for teachers by January 2021.</p> <p>Evidence of MARC listed in teacher lesson plans by February 2021.</p> <p>Observation evidence during walkthroughs by administrators by March 2021.</p> <p>1-2 Increased academic achievement in NWEA, CAASPP, MobyMax, and Report Cards by June 2021.</p>

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)
\$0	Cost of Kinder teacher salaries already included in Goal 1
\$12,500 (37% of 1 Instructional Aide Salary)	Title IV
\$22,745 (63% of 1 Instructional Aide Salary)	LCFF

Goal 8

Secure a healthy and safe learning environment that provides high-quality teaching and learning for both in-person and distance learning to all students.

Identified Need

Provide a safe and healthy learning environment for staff and students to do teaching and learning of the state mandated curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In-Person Instructional Offerings/Distance Learning Identified and instituted for Use.		A safe and healthy learning environment that is in placed and aligned to the guidelines provided by the county and state health departments.
Technology Professional Development provided to staff to conduct in-person and distance learning		Staff members are able to use the technology platforms to conduct high-quality instructions to students.
Pupil Learning Loss Structure is instituted to mitigate learning loss.		100% of students with learning loss will go though the process of ILP, interventions, SST, and IEP as appropriate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mental Health and Social and Emotional Well-Being Protocols are in Place to Support Staff and Students		100% of staff and students will receive help to mitigate any trauma or other impacts that happened to them.
Pupil and Family Engagement and Outreach Structure is in place to support students and families.		100% of students will participate in in-person and distance learning as a result of continued communication between families and school.
School Nutrition/Meals are provided to all students.		100% of students who are in need of school meals will receive them throughout the year.
Other critical components required for quality instruction are instituted to supplement the teaching and learning.		Purchase and deployment of 26 laptops, Zoom business plan up to 99 licenses, 27 iPads, 27 iPad stands, and 30 lapel microphones, and translation of videos to introduce school programs.

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

Implement the indicators listed above.

Action	Individual(s) Responsible	Targeted Completion Date	Milestone
Implement indicators listed above	Principal	June 1, 2021	Distance learning structure is in place. In-person learning structure is in place. Teaching and learning are done

			on a daily basis without disruption. Materials needed for distance learning and in-person learning are purchased and deployed.
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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)
\$235,348 Administrator Salaries	LCFF
\$109,815 School Re-Opening	CARES Act ESSER
\$40,486 School Re-Opening	CARES Act CR
\$168,084 Equipment & Licensing	CARES Act CR
\$20,212 Equipment for Staff	CARES Act CR
\$37,806 Equipment for Staff	CARES Act GF

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	\$ 272,236.00
Total Federal Funds Provided to the School from the LEA for CSI	

DESCRIPTION

AMOUNT

Total Funds Budgeted for Strategies to Meet the Goals
in the SPSA

\$ 2,872,483.48

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 (\$)
CARES Act LLM Coronavirus Relief (CR)	268,668.00
CARES Act LLM GEER	15,640.00

Subtotal of additional federal funds included for this school: \$ 284,308.00

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 (\$)
LCFF	\$4,436,101.00
Lottery Restricted	\$22,622.81
CARES Act LLM GF	\$37,806.00

Subtotal of state or local funds included for this school: \$ 4,496,530

Total of federal, state, and/or local funds for this school: \$4,780,838