

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
Uncharted Shores Academy	08-61820-0137729	May 4, 2021	May 11, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

USA will provide an optimum learning environment where students can feel safe, secure, and nurtured; have the opportunity for a solid, enriched education; and be given the necessary support to progress academically. The philosophy of USA is that a student must first feel safe in order to display the respect and responsibility expected of our students. USA believes that only through the development of respect, responsibility, and resourcefulness will students be able to become positive, contributing members to society and be able to apply and integrate their education into their lives. Therefore, USA’s primary focus is on providing an environment which will encourage and enable students to obtain the goal of becoming respectful, responsible, and resourceful. By promoting Character Education first and foremost, USA is able to ensure students feel safe and included, providing an environment which encourages academic growth and engagement.

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).

2017/2018 Parent and Student surveys showed overwhelming support for the academic focus, a safe and nurturing environment, and the direction of the school with a strong focus on respect, responsibility and resourcefulness of students.

Classroom Observations

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

Classroom observations conducted nearly daily by Administrators. The findings reflect written evidence of lesson planning. Organized and structured activities with a focus on respect, responsibility and resourcefulness. Evidence of thematic and project based learning.

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)

A focus on closing the achievement gap in mathematics in the low-socio-economic sub-group. Renaissance Math, CAASSP test results and Classroom formative assessment measures used to modify the curriculum. Additional resources provided by reducing class size and using additional Learning Instructors to assist in instruction.

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

59% of low socio-economic students not meeting math standards. Targeted focus on Smarter balance interim assessments to identify and reteach areas of focus along with formative assessments in Renaissance Math assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As an Independent Study Charter School who provides 6 hours of daily instruction as an in-school option, credentialing requirements differ from a traditional classroom. The Charter School employs 12 credentialed teachers as well as Learning Instructors and Classroom instructional assistants who provide additional support.

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

The Charter school employs 12 credentialed teachers. Teachers attend professional development each year, including Math training, PBL -Project Based Learning, and Love and Logic.

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

The alignment of staff development is aligned to content standards. The instruction is reviewed by the assessed student performance in Renaissance Math and ELA, CAASSP test results and individual formative teacher assessments.

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

Professional training in Math was provided with a Del Norte County collaboration. Love and Logic training provided monthly to all staff.

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

Teachers meet on a minimum day schedule every Wednesday for Teacher Collaboration by grade level and department.

Teaching and Learning

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

Grade level curriculum is aligned to the California State Standards. Students are reassigned based on their ability levels.

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

Minimum Instructional minute levels are met for all students K-9.

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

Additional classroom Instructional Assistant support is provided to provide necessary intervention and targeted focus.

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

Extensive project-based learning curriculum and learning activities provided to classroom teachers to meet standards-based instructional material support.

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

Use of multiple interactive computer based support systems for intervention and alignment to standards-based instruction provided along with core curriculum material.

Opportunity and Equal Educational Access

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

Services that provide the regular program to enable under-performing students to meet standards are reduced class size for more individualized instruction. Additional Learning Instructors and Classroom aides for intensive small group and individual support.

Evidence-based educational practices to raise student achievement

Project based learning, Standards Based Curriculum and thematic interactive projects all lead to research-based educational practices to raise student achievement.

Parental Engagement

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

Students provided support during and after school hours at the school site by school staff. Parents are provided with materials and activities to continue education at home. Weekly Parent Chat with teachers and administration provides instruction and support of parents working with their children at home. Families referred to community resources for additional support. A booklet of community resources is available to parents.

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)

Teachers, administration, instructional staff, parent volunteers, and the School Site Council all provide support in the planning, implementation, and evaluation of the programs implemented at the school.

Funding

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

Instructional Assistant support, which provides for small group and individualized instruction and materials for parents to assist with educating their children at home are partially provided through these funds, along with professional development of teachers, and parent training.

Fiscal support (EPC)

The funds are used to provide additional support through classroom instructional assistant support.

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

School Site Council was consulted after development of the rough draft by the administration and the business staff. All recommendations and concerns were addressed, and the SPSA was changed in accordance.

Resource Inequities

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

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	%	3.88%	4.73%		9	13
African American	%	%	0.36%			1
Asian	%	1.29%	1.09%		3	3
Filipino	%	0.86%	0.73%		2	2
Hispanic/Latino	%	14.22%	14.18%		33	39
Pacific Islander	%	%	0%			0
White	%	69.83%	71.27%		162	196
Multiple/No Response	%	%	7.64%			0
Total Enrollment					232	275

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		34	39
Grade 1		25	30
Grade 2		30	29
Grade 3		20	28
Grade 4		15	29
Grade 5		23	21
Grade 6		30	33
Grade 7		29	34
Grade 8		24	30
Grade 9		2	2
Total Enrollment		232	275

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		4	3		1.7%	1.1%
Fluent English Proficient (FEP)		1	4		0.4%	1.5%
Reclassified Fluent English Proficient (RFEP)		0	2		0.0%	50.0%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19	18	23	17	18	23	17	18	23	89.5	100	100
Grade 4	17	26	17	16	26	16	16	26	16	94.1	100	94.1
Grade 5	17	23	29	16	23	29	16	23	29	94.1	100	100
Grade 6	19	23	35	17	22	32	17	22	32	89.5	95.7	91.4
Grade 7	19	18	29	17	18	27	17	18	27	89.5	100	93.1
Grade 8	*	16	25	*	16	23	*	16	23		100	92
All Grades	99	124	158	90	123	150	90	123	150	90.9	99.2	94.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2367.	2410.	2406.	11.76	22.22	8.70	11.76	16.67	34.78	23.53	33.33	26.09	52.94	27.78	30.43
Grade 4	2460.	2413.	2451.	12.50	7.69	31.25	25.00	26.92	12.50	37.50	15.38	12.50	25.00	50.00	43.75
Grade 5	2503.	2500.	2519.	25.00	4.35	24.14	18.75	56.52	37.93	31.25	21.74	17.24	25.00	17.39	20.69
Grade 6	2520.	2514.	2515.	0.00	13.64	12.50	58.82	18.18	28.13	23.53	50.00	40.63	17.65	18.18	18.75
Grade 7	2587.	2549.	2538.	29.41	11.11	11.11	35.29	44.44	37.04	23.53	16.67	29.63	11.76	27.78	22.22
Grade 8	*	2572.	2563.	*	18.75	0.00	*	25.00	65.22	*	37.50	13.04	*	18.75	21.74
All Grades	N/A	N/A	N/A	15.56	12.20	14.00	28.89	31.71	36.67	26.67	28.46	24.67	28.89	27.64	24.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.76	16.67	8.70	23.53	55.56	65.22	64.71	27.78	26.09
Grade 4	6.25	11.54	33.33	81.25	38.46	26.67	12.50	50.00	40.00
Grade 5	25.00	17.39	34.48	50.00	56.52	37.93	25.00	26.09	27.59
Grade 6	11.76	13.64	15.63	64.71	45.45	53.13	23.53	40.91	31.25
Grade 7	35.29	27.78	11.11	58.82	44.44	59.26	5.88	27.78	29.63
Grade 8	*	31.25	21.74	*	43.75	56.52	*	25.00	21.74
All Grades	18.89	18.70	20.13	53.33	47.15	51.01	27.78	34.15	28.86

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	23.53	4.35	41.18	41.18	56.52	52.94	35.29	39.13
Grade 4	25.00	8.00	6.67	50.00	40.00	60.00	25.00	52.00	33.33
Grade 5	37.50	21.74	37.93	50.00	56.52	41.38	12.50	21.74	20.69
Grade 6	5.88	31.82	21.88	64.71	54.55	59.38	29.41	13.64	18.75
Grade 7	29.41	22.22	22.22	47.06	38.89	55.56	23.53	38.89	22.22
Grade 8	*	6.25	13.04	*	62.50	82.61	*	31.25	4.35
All Grades	20.00	19.01	19.46	50.00	48.76	58.39	30.00	32.23	22.15

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.76	16.67	4.35	58.82	61.11	78.26	29.41	22.22	17.39
Grade 4	12.50	7.69	25.00	56.25	69.23	62.50	31.25	23.08	12.50
Grade 5	6.25	4.35	13.79	81.25	78.26	68.97	12.50	17.39	17.24
Grade 6	11.76	4.55	12.50	76.47	72.73	78.13	11.76	22.73	9.38
Grade 7	17.65	11.11	11.11	70.59	77.78	66.67	11.76	11.11	22.22
Grade 8	*	31.25	4.35	*	62.50	78.26	*	6.25	17.39
All Grades	12.22	11.38	11.33	67.78	70.73	72.67	20.00	17.89	16.00

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.65	33.33	8.70	41.18	38.89	65.22	41.18	27.78	26.09
Grade 4	25.00	12.00	33.33	50.00	44.00	33.33	25.00	44.00	33.33
Grade 5	37.50	13.04	24.14	31.25	65.22	62.07	31.25	21.74	13.79
Grade 6	11.76	9.09	31.25	76.47	68.18	50.00	11.76	22.73	18.75
Grade 7	52.94	33.33	11.11	35.29	44.44	62.96	11.76	22.22	25.93
Grade 8	*	31.25	8.70	*	50.00	65.22	*	18.75	26.09
All Grades	27.78	20.49	19.46	46.67	52.46	57.72	25.56	27.05	22.82

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19	18	23	17	18	23	17	18	23	89.5	100	100
Grade 4	17	26	17	16	25	16	16	25	16	94.1	96.2	94.1
Grade 5	17	23	29	16	21	28	16	21	28	94.1	91.3	96.6
Grade 6	19	23	35	17	22	32	17	22	32	89.5	95.7	91.4
Grade 7	19	18	29	17	18	28	17	18	28	89.5	100	96.6
Grade 8	*	16	25	*	16	23	*	16	23		100	92
All Grades	99	124	158	90	120	150	90	120	150	90.9	96.8	94.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2374.	2374.	2420.	0.00	0.00	17.39	11.76	33.33	17.39	47.06	16.67	39.13	41.18	50.00	26.09
Grade 4	2416.	2416.	2457.	12.50	0.00	6.25	6.25	12.00	31.25	25.00	44.00	31.25	56.25	44.00	31.25
Grade 5	2462.	2474.	2461.	6.25	4.76	0.00	12.50	19.05	17.86	31.25	33.33	46.43	50.00	42.86	35.71
Grade 6	2494.	2475.	2481.	0.00	4.55	6.25	17.65	13.64	15.63	47.06	22.73	34.38	35.29	59.09	43.75
Grade 7	2538.	2494.	2513.	17.65	0.00	10.71	29.41	27.78	21.43	29.41	38.89	25.00	23.53	33.33	42.86
Grade 8	*	2527.	2523.	*	18.75	4.35	*	18.75	21.74	*	18.75	39.13	*	43.75	34.78
All Grades	N/A	N/A	N/A	7.78	4.17	7.33	15.56	20.00	20.00	34.44	30.00	36.00	42.22	45.83	36.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	11.11	17.39	35.29	44.44	39.13	64.71	44.44	43.48
Grade 4	6.25	8.00	18.75	12.50	24.00	43.75	81.25	68.00	37.50
Grade 5	6.25	4.76	0.00	25.00	47.62	25.00	68.75	47.62	75.00
Grade 6	0.00	4.76	9.38	41.18	28.57	28.13	58.82	66.67	62.50
Grade 7	29.41	5.56	17.86	41.18	61.11	25.00	29.41	33.33	57.14
Grade 8	*	18.75	4.35	*	31.25	43.48	*	50.00	52.17
All Grades	8.89	8.40	10.67	31.11	38.66	32.67	60.00	52.94	56.67

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	5.56	26.09	64.71	55.56	47.83	29.41	38.89	26.09
Grade 4	18.75	0.00	25.00	25.00	52.00	37.50	56.25	48.00	37.50
Grade 5	12.50	14.29	7.14	50.00	47.62	64.29	37.50	38.10	28.57
Grade 6	0.00	9.09	9.38	58.82	40.91	43.75	41.18	50.00	46.88
Grade 7	23.53	0.00	17.86	47.06	66.67	64.29	29.41	33.33	17.86
Grade 8	*	12.50	30.43	*	56.25	47.83	*	31.25	21.74
All Grades	13.33	6.67	18.00	46.67	52.50	52.00	40.00	40.83	30.00

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	33.33	21.74	41.18	11.11	65.22	52.94	55.56	13.04
Grade 4	12.50	0.00	6.25	25.00	45.83	68.75	62.50	54.17	25.00
Grade 5	18.75	4.76	3.57	43.75	57.14	64.29	37.50	38.10	32.14
Grade 6	5.88	9.09	3.13	64.71	54.55	50.00	29.41	36.36	46.88
Grade 7	23.53	0.00	10.71	47.06	66.67	64.29	29.41	33.33	25.00
Grade 8	*	25.00	4.35	*	31.25	60.87	*	43.75	34.78
All Grades	14.44	10.92	8.00	42.22	45.38	61.33	43.33	43.70	30.67

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 2		*		*		*		*
Grade 4		*		*		*		*
All Grades								*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

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.

LEA/LCAP Goal

USA will provide an optimum learning environment where students can feel safe, secure, and nurtured; have the opportunity for a solid, enriched education; and be given the necessary support to progress academically for a solid, enrich education; and be given the necessary support to progress academically, socially, emotionally, and intellectually,. This will include specific actions to address the needs of USA's three significant subgroups: Socio-economically disadvantaged students, students with disabilities, and Native American students.

Goal 1

USA will provide an optimum learning environment where students can feel safe, secure, and nurtured; have the opportunity for a solid, enriched education; and be given the necessary support to progress academically.

Identified Need

The philosophy of USA is that a student must first feel safe in order to display the respect and responsibility expected of our students. USA believes that only through the development of respect, responsibility, and resourcefulness will students be able to become positive, contributing members to society and be able to apply and integrate their education into their lives. Therefore, USA's primary focus is on providing an environment which will encourage and enable students to obtain the goal of becoming respectful, responsible, and resourceful. By promoting Character Education first and foremost, USA is able to ensure students feel safe and included, providing an environment which encourages academic growth and engagement.

Uncharted Shores Academy currently has no "Red" indicators (lowest performance color). Chronic Absenteeism and Suspension rates continue to be in the green and the blue (highest performance colors). Uncharted Shores Academy has scored above all other schools in Del Norte County (including Del Norte Unified School District school's) in Language Arts and has tied with other top-scoring schools in Del Norte County in math for the last two years. USA's language art scores rose to rival the average California State scores in 2019. However, math scores are still low overall in comparison to average state scores. Uncharted Shores Academy plans to continue to implement interactive education, small group instruction, and remediation of skills in order to close this gap. Teacher to student ratios and the use of trained instructional assistants will continue to be the main focus in the annual budget. A new category of an instructional assistant called educational Instructor was instituted in the 2018-2019 school year. These individuals have additional training, education, and experience to assist with remediation of low performing students in small groups or one on one. Uncharted Shores Academy will continue to focus on the significant sub-groups through small class sizes, additional instructional assistant support, and partnership with parents. USA will also continue with current student engagement activities which have contributed to the high dashboard scores..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey reporting perception of safety, security, relationship with teachers, opportunity for education,	Survey to be designed by June 2021 and results reported in October 2021. Survey will be yes or no answers.	90% positive "yes" answers to questions for 90% of the students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
opportunity for enrichment, and provision of support.		
Parent Survey reporting perception of safety, security, relationship with teachers, opportunity for education, opportunity for enrichment, and provision of support.	Survey to be designed by June 2021 and results reported in October 2021. Survey will be yes or no answers.	90% positive "yes" answers to questions for 90% of the parents.
Staff Survey reporting perception of safety, security, relationships with staff, parents and students, opportunity to teach successfully, opportunity to provide enrichment, and provision of support.	Survey to be designed by June 2021 and results reported in October 2021. Survey will be yes or no answers.	90% positive "yes" answers to questions for 90% of the staff.

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

Family Style Education

Students will mainly be instructed individually and in small "family-size" groups, both at home and at school, interspersed with frequent small collaborative grouping and larger group experiences. This will be accomplished by keeping a credential teacher-to-student average ratio of 1:25 or less and employing instructional assistants to assist in the classroom, particularly in primary classes. Homeschool students will be provided with small group instruction at home, but given frequent collaborative and large group experiences through school and family connections. The total funds are the cost of the instructional staff, including benefits, to implement the educational style and support needed.

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)

546,259

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Instructional Staff maintained in sufficient numbers to ensure appropriate small group ratio for in-class instruction

112,000	CARES Act 2000-2999: Classified Personnel Salaries IA Salaries paid from federal CARES Grant: ESSER II
430,427	Other 1000-1999: Certificated Personnel Salaries EPA - Teacher Salaries

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

Inquiry-Based Learning

Access to and implementation of a variety of curriculum for students to use as resources in inquiry based projects and teachers and/or parents to use for instructional strategies to address the needs of all students.

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)

45,000	Title I Part A: Allocation 4000-4999: Books And Supplies Federal funds of 45,000 for classroom materials and activities spent from Title I for integrated student supports to address learning intervention, student engagement, and expanded learning opportunities
15,600	LCFF 4000-4999: Books And Supplies Curriculum costs for classroom materials using LCFF.
10,000	Other 4000-4999: Books And Supplies Low Performing Student Grant 10,00 for classroom materials and activities spent from Title I for integrated student supports to address learning intervention, student engagement, and expanded learning opportunities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology

Maintain a 1:1 ratio of technology to student so that every student has access to technology for research, writing projects, advancing keyboarding skills, and learning through online resources. Maintain updated technology for teachers in order that they may successfully communicate with parents, present to students, prepare lessons, and store created documents.

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)

25,000.00

Source(s)

LCFF
4000-4999: Books And Supplies
Upgraded, replacement, and additional technology will be obtained as needed for student and teacher instructional use.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Home Support

Support learning at home through the provision of materials and educational activities for families to do together which encourage academic, emotional, and social growth. Includes providing instruction or training to parents in the implementation of the 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)

61,400

Source(s)

LCFF
4000-4999: Books And Supplies
Materials for home instruction and educational activities, including teacher manuals for parents, will be obtained for all students learning at home and to provide extra home support for students in class.

5,000

Rural Education Achievement Program (REAP)
4000-4999: Books And Supplies

REAP grant of \$5,000 for materials and supplies directed at learning loss and student engagement.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Focus on Character Education

Maintain character development and social/emotional growth of students through the instruction of teachers in the implementation of restorative practices, classroom management techniques, partnering with parents, and specific interactive lessons. Professional development and trainings to improve mentorship of students by teachers, staff, parents, and peers. Implementation of individual and small group student conferences targeting relationship building, self-esteem, self-awareness, and self-control.

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)

42,200

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
25% of salary of administrator for student conferences and redirection. 90% of salary for a part-time Educational Director to instruct and provide professional development to staff and parents in increasing student emotional and social development (Character Education). Administrators will provide parent workshops and/or direct parents and staff to community resources to assist in implementation of restorative practices and understanding of trauma induced issues.

30,000

Other

1000-1999: Certificated Personnel Salaries
Educational Director salary (including benefits) to implement goal in training of staff and families (for student engagement and social-emotional health from ESSER 2 federal grant). 25% of Principal/Executive Director salary (including benefits) to implement daily student conferences.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Community Partnerships

School-wide partnership with community agencies, businesses, and resources (such as TRIO, Champions for Change, 4-H, and the Family Resource Center. Maintenance of a Del Norte County resource booklet to provide to parents seeking services or in need of assistance.

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)

15,500

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
5% of administrator salary and 10% of educational director salary for time spent with community connections. (salaries include benefits)

500

Local Categorical

4000-4999: Books And Supplies
\$500 grant will be spent on gardening supplies for the summer gardening program

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Engagement

Maintain electives, activities, events, programs, and presentations designed to keep students engaged in learning and provide new skills and opportunities, including activities such as clubs, fine arts classes, field trips, theme days, interactive learning opportunities, tutorial support, and interscholastic athletics.

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)

5,000

Source(s)

LCFF

2000-2999: Classified Personnel Salaries
Coach's Stipends

7,000	LCFF 2000-2999: Classified Personnel Salaries administrative salary for organization and oversight
42,000	LCFF 2000-2999: Classified Personnel Salaries 100% Tutorial support

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Facilities
Provide facilities that maintain an environment which promotes the educational development, social/emotional growth, safety, and security of students attending classes, events, activities, and meetings at the school. (This includes plans for the new campus project)

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)
232,630	LCFF 5800: Professional/Consulting Services And Operating Expenditures Facilities Upkeep: leases, utilities, custodial supplies, groundskeeping, communication, security, loan interest for new campus, taxes for undeveloped land

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Pupil Services
Provide services for student nutrition, supervision, special education, and emotional well-being

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)
295,000	LCFF None Specified SPED, lunch program, and other MOU costs with district.
127,000	LCFF 2000-2999: Classified Personnel Salaries Staff salaries and benefits for custodial services, lunch program, playground supervision, pupil contacts, and pupil health services. (50% office staff salaries, 100% custodial and lunch services).

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Support

Provide teachers with the support they need to nurture the academic, social, emotional, and physical development of students.

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)
38,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures professional development, liability insurance, copy contract, etc.
19,400	LCFF 1000-1999: Certificated Personnel Salaries 40% educational director
50,600	LCFF 2000-2999: Classified Personnel Salaries 50% office support

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Financial Stability

Provide for the financial stability of the school in order to progress with the school's mission and goals by maintaining strong business services.

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)
105,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures district oversight and business services, accounting, auditor, legal services
25,000	LCFF 1000-1999: Certificated Personnel Salaries 20% of Administrator's salaries
57,000	LCFF 2000-2999: Classified Personnel Salaries 100% Business Manager

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

High Risk Student Support

Assist students at educational risk, including homeless and foster youth, by employing the services and programs provided by the Del Norte County Office of Education, including trauma-informed classroom management, social and emotional support training, consultation, and case management.

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.

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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.

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

USA will provide an optimum learning environment where students can feel safe, secure, and nurtured; have the opportunity for a solid, enriched education; and be given the necessary support to progress academically for a solid, enrich education; and be given the necessary support to progress academically, socially, emotionally, and intellectually,. This will include specific actions to address the needs of USA's three significant subgroups: Socio-economically disadvantaged students, students with disabilities, and Native American students.

Goal 2

USA students will show measurable academic progress.

Identified Need

This goal was developed mainly because it was required for this report. We do want our students to do well academically. However, we believe that focusing on this goal is not beneficial for the best student development as a total person of worth. We also believe that there are better ways to show progress than using official "measurable" academic progress, such as evaluating student portfolios, journals, projects, and presentations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP test results	43.90% met or exceeded standards in LA in 2018. 24.17% met or exceeded standards in math in t2018. 3.7 points below standard in LA in 2019 46.5 points below standard in Math in 2019	At or above standard in Language Arts; No less than 25 points below standard in Math, or at least equal to the California average
REN test results	54% above benchmark in LA in 2020. 52% above benchmark in Math in 2020	60% above the benchmark in both subjects.
Alternate Assessment Measures	No standard Rubric for evaluation	Standard rubric developed for evaluation of writing and presentations. Teacher developed rubrics for each project.

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

Development of Alternate Assessment Measures

Implementation and review of multiple local assessment measures, including grade specific formal assessments, student portfolios, projects, presentations, teacher observations, and other teacher-created assessments. Rubrics to be developed to measure writing portfolios, student projects, and student presentations.

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)

16,500

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
10% of an administrator salary will go to assessment of student progress. Much of this will be used to develop rubrics and train teachers in the implementation of the rubrics to evaluate student writing portfolios, student projects, and student presentations. Same salary percentage will also be used for evaluation of testing results in activities 2 and 3.

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

CAASSP Growth

Students will show growth in proficiency levels annually

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)

6,000

Source(s)

LCFF

admin, office staff time and for preparation and coordination of test, and analysis of test results

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Renaissance Testing
Students will show growth annually

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)

4000.00

Source(s)

LCFF
4000-4999: Books And Supplies
Cost of the Renaissance testing program.
Evaluation and set-up costs included in activities
1 & 2.

Strategy/Activity 4

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)

0

Source(s)

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.

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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.

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

USA will provide an optimum learning environment where students can feel safe, secure, and nurtured; have the opportunity for a solid, enriched education; and be given the necessary support to progress academically for a solid, enrich education; and be given the necessary support to progress academically, socially, emotionally, and intellectually,. This will include specific actions to address the needs of USA's three significant subgroups: Socio-economically disadvantaged students, students with disabilities, and Native American students.

Goal 3

USA will provide the means for parents to participate in the education of their children, including specific actions to involve the parents of the significant student subgroup of socioeconomic disadvantaged.

Identified Need

Parent engagement with student education provides support for students and has been shown to be a good indicator of student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent perception of engagement and communication with school.	Parent survey results in past not focused enough, a new survey needs to be developed for use in 2021-2022.	90% of parents will agree that they are engaged in adequate communication from the school.
Increase in parent volunteers for participation in workshops, activities, meetings, and leadership roles at the school.	Only 5% of homestudy parents attended the remote Parent Chat. No parent volunteered to lead Parent Club. No parent trainings offered by school.	25% of parents will attend Parent Chat, which will include school directed parent trainings acquainting parents with resources to use at home with their children.
Engagement in Family Educational Activities at Home	Homestudy reports of student activities at home not tabulated previously. Will be tabulated in the 2021-2022 year.	90% of parents will report home activities 90% of the time.
I		

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

Communication with Parents

Maintain communication with parents through a variety of methods: Robocalls, personal phone calls, emails, texts, video chat, social media, website, newsletter, notes home, a weekly online parent chat, and personal contact.

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)

20,000

Source(s)

LCFF

5900: Communications

Website design and maintenance - 16,000; One Call - 550; Google Voice - 1800

43,750

LCFF

1000-1999: Certificated Personnel Salaries

25% of principal salary and 5% of educational director salary for parent contacts, newsletters, meetings with parents, weekly parent chat, addressing parent concerns, answering phone and email messages, etc.

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

Parent Engagement

Recruit parent volunteers and engage parents in parent workshops, activities, meetings, and resources. Provide parent workshops. Connect parents with community trainings and resources, Acquaint parents with home activities they can do with their children to increase academic success and emotional well-being.. Recruit parents to participate in these activities, volunteer to assist in the activities, and take leadership roles, especially in the School Site Council, Governing Board, and fundraising efforts.

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)

17,500

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries

	10% of an administrator salary to coordinate community and school services in order to provide parent trainings, gather and disseminate information and resources to parents, acquaint parents with home activities to do with their children, and recruit parent volunteers for engagement in the services provided and leadership roles with the school..
2,500	LCFF 5800: Professional/Consulting Services And Operating Expenditures 2,500 - fingerprinting volunteers that are working with children at the school

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reporting of Home Educational Activities
Increase the number of parents reporting engagement in educational activities with their child at home by providing simple, precise recording methods and instruments along with the materials and supplies for the 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)

1500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Each teacher will track the homestudy reports that are returned and report missing reports to office. Office staff will follow up with onecall messages and notes home., Estimating 5% of a single staff member's time as cost.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

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)

Unrestricted
None Specified

Strategy/Activity 5

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)

0

Source(s)

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.

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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.

No report was completed for the 19-20 school year, and the 20-21 school year was likewise impacted due to COVID, and other goals and strategies were implemented. Goals and strategies/activities have all been revised for the 2021-2022 school year.

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	\$45,000
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,454,266.00

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 (\$)
Rural Education Achievement Program (REAP)	\$5,000.00
Title I Part A: Allocation	\$45,000.00

Subtotal of additional federal funds included for this school: \$50,000.00

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
CARES Act	\$112,000.00
LCFF	\$1,821,339.00
Local Categorical	\$500.00
Other	\$470,427.00

Subtotal of state or local funds included for this school: \$2,404,266.00

Total of federal, state, and/or local funds for this school: \$2,454,266.00

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

Name of Members	Role
Margie Rouge	Principal
Carla Critz	Classroom Teacher
Amy Loen	Classroom Teacher
Deb Elfindale	Other School Staff
Jennifer Taylor	Parent or Community Member
Wendy Rinkel	Parent or Community Member
Jennifer Velasco	Parent or Community Member
Patti Rommel	Parent or Community Member
Patricia Wilder	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5-4-21.

Attested:

Principal, Margie Rouge on 5-4-21

SSC Chairperson, Jennifer Taylor on 5-4-21