

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LOGAN MEMORIAL ED CAMPUS SCHOOL

2022-23

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Wright, Kimberly

Contact Person: Villar, Jose

Position: Principal

Telephone Number: (619) 344-6500

Address: 2875 Ocean View Blvd, Logan Memorial Ed Campus, San Diego, CA, 92113

E-mail Address: kimberlywright@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Strategic Planning for Student Achievement Department)*



SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Logan Memorial PHONE: 619 344 6500 FAX: _____
 SITE CONTACT PERSON: Antonio Villar E-MAIL ADDRESS: jvillar@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>5/20/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/12/22</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/20/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Antonio Villar
Type/Print Name of School Principal

[Signature]
Signature of School Principal / Date

Tamara Espinoza
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Miki Menno
Type/Print Name of Area Superintendent

[Signature] 1/3/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program. The Logan Memorial Educational Campus (LMEC) is the first prenatal-12th grade Montessori public school in the San Diego Unified School District and the state of California. Our school is opening with Early Childhood - 9th-grade students and beginning in the Fall of 2022 will expand each year to include additional grades - we currently serve 1100 students in the Logan Heights community.

LMEC seeks to build a more just and peaceful world by cultivating tomorrow's leaders who find purpose and joy in their own lives and advocate for others to be able to do the same. We do this by providing our students access to a transformational, interdisciplinary, inclusive, and academically rigorous Montessori environment that encourages personal growth, curiosity, self-direction, and well-being. We also seek to improve learning outcomes for our students by (1) developing responsive relationships between parents, staff, and students, (2) strengthening core life skills, (3) increasing positive experiences to reduce toxic stress, and (4) elevating our students' linguistic and cultural funds of knowledge.

Our Montessori program creates student-centered learning environments designed to support hands-on learning that is equitable and inquiry-based with a focus on authentic learning experiences that involve teamwork, critical-thinking, problem-solving skills, as well as social and emotional learning. At the elementary level, LMEC has partnered with two local Montessori organizations to provide professional development and guidance to our early childhood-first grade students as they implement our Montessori intervention program. For the secondary program, LMEC has also partnered with the Harvard Data Wise project and Koru Strategy Group to support LMEC 5th-9th grade educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. For the 2021-22 school year, LMEC will continue our phase-in of the Montessori curriculum at the lower elementary levels and use the Data Wise process to implement and support students' social and emotional well-being in an online learning environment in the upper elementary and secondary levels.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

- 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*
- 2. Access to Broad and Challenging Curriculum*
- 3. Accelerating Student Learning with High Expectations for All*
- 4. Quality Leadership, Teaching and Learning*
- 5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

It is essential to involve all members of our learning community to create a culture of achievement at LMEC, therefore, LMEC engaged in a collaborative process with our stakeholders as we developed the 2022-23 SPSA. Beginning in March 2022 and continuing through May 2022, LMEC began sharing our current academic achievement data (FAST, DEMI, DRA) at our SSC, ELAC, and SGT meetings, and all stakeholders had an opportunity to complete a student, family, and/or staff needs assessment survey in order to better understand our areas of need so that appropriate goals and action steps were created for the 2022-23 SPSA.

RESOURCE INEQUITIES

As a new school, LMEC was created largely from students in the Logan Heights neighborhood who attended Logan K-8 or Memorial Scholars and Athletes. These schools lacked a common instructional vision and purpose that aligned with PreK-8. There was also a historical perception amongst parents, district leaders, and community members that Logan Memorial is a low-performing, dangerous, and undesirable learning environment, as evidenced by:

- Preconceived and biased notions about the Logan Heights neighborhood
- The parents' past personal experiences as students at Logan K-8 and Memorial
- A high number of student transfers to other middle schools in the district
- A lack of communication and collaboration amongst our staff
- High social-emotional needs as a result of the trauma our students and families experience

As a result, LMEC was specifically designed to address these problems of practice to deliver on the promise of a transformative, high-quality learning program that provides whole child support and equitable enrichment opportunities for the children of the LMEC community. Our Montessori approach seeks to provide an environment where children learn to love learning and will be engaged and active learners. The curriculum will integrate content and skills to develop confident and productive citizens and provide various perspectives to allow our children to learn multiple points of view. Central to this transformational work is the cultivation of relational trust and living into the value of doing work "with" as opposed to "to." At the secondary level, LMEC will use the Harvard Data Wise process to implement a cycle of continuous improvement to support students' social and emotional well-being in an online environment by helping teachers develop effective systems of collaboration that support high-quality learning outcomes and meet students where they are.

LMEC will also partner with leaders in the Logan Heights community, the education sector, and our students' families to change the narrative and reputation of the educational experience in the Logan Heights community. Our parent engagement plan lays out the specific steps we will take to create a dynamic family engagement program that will focus on engagement in human development rather than school operations. We will work to build a home-school partnership that will support our families before enrollment and provides ongoing classes, coaching, and engagement around executive functioning skills while providing ongoing events for families that are educational, social, and service-related.

Analysis of demographic data and achievement data connected to Logan K-8 and Memorial Scholars and Athletes like CAASPP results, CA Dashboard data, Healthy Kids surveys, attendance data, etc. were also reviewed to help guide the creation of SPSA goals and strategies.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jacob DeGering	Classroom Teacher
Elizabeth Cullen	Classroom Teacher
Roxana Ramirez	Classroom Teacher
J. Diaz	Student
A. Fulton	Student
J. Gilmore	Student
Dr. Kimberly Wright	Principal
Juan Flores	Parent
Juliette Claybron	Parent
Lila Das	Classroom Teacher
Elizabeth Alvarado	Parent
Connie Gonzalez	Other

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

A review of LMEC's attendance data on Hoonuit, stakeholder needs assessment surveys, as well as district CORE SEL survey data indicates that LMEC's interventions were largely effective in supporting the establishment of a safe, collaborative, and inclusive school culture.

Attendance data over the 2021-22 school year took a slight dip when compared to 2020-21 with an average school-wide daily attendance rate of 86% which was likely in part due to frequent required quarantining due to the continuing pandemic. Grades 7 & 8 had the highest average daily attendance rates at 89% and 87.5% respectively and Grades K, 2, & 3 had the lowest with attendance rates of 81%, 83%, and 82%. Some of this is also attributable to independent study contracts that were incomplete. Improving our school-wide attendance rate will be a major area of school-wide focus for 2022-23. Although suspension rates did increase in 2021-22 compared to 2020-21 due to all students returning for in-person learning a more apt comparison would be to review suspension rates of the previous school sites in 2019-20. There was a 40% reduction in the suspension rate for middle school students. This is attributable to our multiple supports and the RJP program we implemented this school year.

A real bright spot in the data was the CORE SEL survey results in students completed which indicated many of the SEL strategies we were implementing, particularly at the secondary level (6th Grade Academy, DataWise Harvard-Koru Strategies PD) made a positive impact on LMEC's school culture. 77.9% of students responded favorably to questions about school climate and culture and 71.9% responded favorably to questions about growth mindset which was a major area of focus for our DataWise teams. 6th-grade students consistently had the highest percentage of positive responses on the CORE SEL survey questions.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were no major differences between intended implementation and/or budget expenditures to implement strategies/activities to meet articulated goals.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will not make significant changes for the 2022-23 school year. We will continue building on the strategies we had in place in 2021-22 at the secondary level and expand them to include upper elementary students. Additionally, a significant focus of 2022-23 will be to ensure we have school-wide emotional support systems in place to meet our students' needs - this will be done through our Montessori-aligned System of Justness and our MTSS Child Study Team. In order to better support our students who are still dealing with a significant number of absences, we will be adding an attendance coordinator as well as contracting with an outside agency for "peace mentors" to support the implementation of our RJP programs.

***Identified Need**

LMEC's average daily attendance rate at 86% was lower than other similar schools in Area 5, our average daily attendance rate remains below district and state averages and therefore must remain an area of focus for 2022-22.

Given the positive effects we have seen in the 2021-22 school year LMEC will continue to develop a robust system of social-emotional supports we already have in place and continue to expand our MTSS in order to ensure our students have the supports they need to be successful in school and ensure a safe and inclusive school environment where every child knows that there is at least one caring adult that they can rely on.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	EC-2	Improve Average Daily Attendance Rate	82.1%	96%	Attendance	Weekly
June 2023	3-6	Improve Average Daily Attendance Rate	85.8%	96%	Attendance	Weekly
June 2023	7-9	Improve Average Daily Attendance Rate	87.6%	96%	Attendance	Weekly
June 2023	3-8	Establish a restorative MTSS and behavior management that allows for alternatives to suspension when appropriate and seeks to minimize lost instructional time for students as the result of disciplinary issues.	6.1%	<3%	Suspension	Quarterly
June 2023	3-8	Increase the percentage of favorable student responses on all 5 CORE SEL	Culture/Climate: 77.9%; Growth	Increase each category by a	Other (Describe in Objective)	Annually

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		survey domains	Mindset: 71.6%; Self-Management: 56.7%; Self- Efficacy: 59.6%; Social Awareness: 56.9%	minimum of 10%		
June 2023	EC-9	Decrease the percentage of students identified as having chronic absenteeism	55%	<10%	Attendance	Annually

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	PS-9th	Black or African American	Decrease the percentage of African-American students who are identified as chronically absent	67%	40%	Attendance	Quarterly

Supporting Black Youth - Additional Goals

- ✓ LMEC's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at LMEC is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. LMEC's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, LMEC will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ LMEC will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ LMEC's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ LMEC will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ LMEC will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1: Professional Development around SEL

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Provide professional development, instructional coaching, and resources (i.e. Instructional materials, curriculum, supplies, software, etc) to support the use of social-emotional learning (SEL) lessons and activities in the classroom in order to continue to build safe, collaborative, and inclusive school culture where all students feel a sense of belonging.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0358DW	Supplies		\$28,202.97	\$28,202.97	0358-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		use to purchase supplies that support inclusive classroom environments
N0358GW	Contracted Svcs > \$25K		\$70,000.00	\$70,000.00	0358-30106-00-5100-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		support implementation of SEL strategies to improve student connectedness and build inclusive school culture
N0358GX	Software Purchase		\$7,000.00	\$7,000.00	0358-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	[no data]		Allow counselors to purchases subscription to online SEL resources to support lessons they provide students in the classroom

Strategy/Activity 2: 6th Grade 9th Grade Academies

***Students to be served by this Strategy/Activity**

All 6th & 9th grade students.

***Strategy/Activity - Description**

LMEC will continue to utilize the 6th Grade & 9th Grade Academy model in order to build strong school connectedness among our incoming 6th & 9th-grade students, many of whom are coming from feeder-elementary schools and will be unfamiliar with our Montessori-infused program. These academies will build student school connectedness in a variety of ways including the use of SEL & strength-based lessons from Thrively as well as having students participate in summer orientation activities, and experiential learning opportunities (field trips) in the community.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0358AE	Classroom Teacher Hrly		\$52,000.00	\$64,381.20	0358-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra duty for teacher to support planning and execution of summer orientations for 6th & 9th grade academy students.
N0358GG	Contracted Svcs Less Than \$25K		\$11,000.00	\$11,000.00	0358-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	[no data]		Strengths based software like Thrively can be utilized in classrooms to promote school connectedness and build inclusive culture.
	Supplies				0358-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358DW	Supplies to support 6th & 9th grade academy summer orientation.

***Additional Supports for this Strategy/Activity**

Strategy/Activity 3: System of Justness MTSS

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

LMEC will utilize the Montessori aligned System of Justness as our school-wide MTSS system to ensure a true restorative approach to student discipline and to effectively support students' social and emotional well-being so students are ready to learn in the classroom.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F035852	School Counselor	0.20000	\$17,908.60	\$26,168.25	0358-09800-00-1210-3110-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		allow for a part-time counseling position to become full time to support MTSS at the elementary level.
N0358GF	Contracted Svcs > \$25K		\$64,000.00	\$64,000.00	0358-30106-00-5100-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Will allow 2 "peace mentors" to be on campus every day to support our MTSS and RJP programs.
N0358GO	Counselor Hrly		\$2,000.00	\$2,476.20	0358-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		allows counselors to meet and work with families in the evening to provide workshops and info on our MTSS programs.

***Additional Supports for this Strategy/Activity**

District-provided Instructional Coordinator of Youth Advocacy will work in close collaboration with the LMEC administration, youth advocacy department, and teachers to provide training and support as needed to ensure the successful implementation of the System of Justness MTSS system.

Strategy/Activity 4: Attendance Support

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

LMEC will use an attendance coordinator to work with office staff and the counseling office to monitor students' daily attendance, meet with students in danger of falling into chronic absenteeism, manage independent study contracts, and run our site SART process.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F035853	Regular Teacher	0.76000	\$70,116.84	\$102,004.87	0358-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		attendance coordinator to monitor and support our attendance systems.

***Additional Supports for this Strategy/Activity**

District provided Instructional Coordinator of Youth Advocacy will oversee LMEC's NEST team attendance monitoring and intervention system

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Academic achievement data from CAASPP SY 2021-22 as well as district Assessment data for 2021-2022 was reviewed and used to guide our goal setting. In 2021-22, District-wide, there was a drop in students scoring advanced or low risk on the FAST and CAASPP but LMEC's scores were below the District averages. Only 15% of LMEC students in grades 3-8 who took the CAASPP English Met or Exceeded Standards. Only 24% of LMEC students in grades 3-8 who took the FAST scored advanced or low risk. As a result, an intensive focus on literacy across the curriculum to accelerate student learning and fill in gaps caused by online instruction and attendance at all grade levels, particularly at the lower elementary level, is necessary for 2022-23. The Fountas and Pinnell reading data for our TK-Grade 2 students also indicates a significant need to focus on literacy with only 4% of 1st graders and 11% of 2nd graders testing at or above grade level.

At the secondary level (grades 6-8), the class size reduction teachers in English and Math were more effective at reducing the D&F rate in Math than in English. The English D&F rate matched the school-wide average of 29%. This percentage was lower than the D&F rate in History/Social Science but higher than the D&F rate in Math and Science. The D&F rate in English was lower than the District average which would indicate some effectiveness. Staff surveys also indicated a desire for increased coaching and support around literacy in the upper grades as well as support with PBL implementation. As a result, LMEC will use Title 1 dollars to fund an upper elementary literacy and PBL coach.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

For the 2022-2023 school year, a budget had been set aside for visiting teachers in order to hold professional development and planning days. Due to COVID-19, the number of planned professional developments was only held in the fall of 2021. The winter professional developments were canceled.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Title 1 Music Enrichment teacher will be replaced with an upper elementary PBL and literacy coach to support shift to Montessori at the upper grade levels and provide literacy intervention support.

***Identified Need - English Language Arts**

LMEC seeks to break the cycle of low academic achievement scores students have traditionally had in the Logan Heights community by fundamentally

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altering the way instruction is delivered. LMEC will continue utilizing a phased-in Montessori approach as our main intervention. All staff in 2022-23 will continue to receive training in the Montessori model, however, the training will work differently depending on the grade level the staff member teaches with lower elementary teachers receiving more intensive training, including hands-on coaching from experts in the Montessori field to secondary staff receiving a more generalized overview of the Montessori model. In 2022-23, our EC-2nd grade teachers (Montessori Cohorts 1 & 2) will receive PD and be utilizing Montessori curricula and teaching practices so that students in the lower elementary can experience learning in the prepared Montessori environment.

The data indicates that improving literacy scores must continue to be a major area of school-wide focus for LMEC in 2022-23. Students in grades TK-2 will be implementing our Montessori curricula as the main intervention to support academic growth and close the achievement gap. Students in grades 3-8 will continue to focus on literacy across the curriculum and utilize a school-wide reading initiative around iReady reading support software.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-2	Increase the percentage of students at or above grade level on the FAST aReading assessment	8%	90%	FAST aReading	Quarterly
June 2023	3-5	Increase the percentage of students at or above grade level on the FAST aReading assessment	24%	85%	FAST aReading	Quarterly
June 2023	6-8	Increase the percentage of students at or above grade level on the FAST aReading assessment	24%	85%	FAST aReading	Quarterly
June 2023	9	Increase the percentage of students at or above grade level on the FAST aReading assessment	No baseline	85%	FAST aReading	Quarterly

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students at or above grade level on the FAST aReading assessment	24%	50%	Fountas and Pinnel	Quarterly
June 2023	6-9	Students with Disabilities	Decrease the number of students with disabilities receiving a D or F grade	29%	20%	End of Course Exams	Quarterly

***Identified Need - Math**

Academic Math achievement data from CAASPP SY 2021-2022 as well as district assessment data for 2021-2022 was reviewed and used to guide our goal setting. 2021-2022 CAASPP data shows a decline in Math scores as the grades increase. 3-4th grade: 26% Met or Exceeded Standards; 5-6th grade: 14% Met or Exceeded Standards; 7-8th grade: 4% Met or Exceeded Standards. In 2022-23, our Montessori program will continue to expand as students in EC-2nd (Montessori Cohorts 1 & 2) will continue using traditional Montessori math teaching practices, and the prepared Montessori environment and 1st and 2nd grade will be phasing in this Montessori intervention.

All staff in 2022-23 will receive training in the Montessori model, however, the training will look different depending on the grade level the staff member teaches with Montessori Cohort 1 & 2 teachers utilizing the Montessori curricula and receiving more intensive training, including hands-on coaching from experts in the Montessori field to secondary staff receiving a more generalized overview of the Montessori model. All teachers will infusion their teaching with Montessori principles. In practice, this means hands-on, child-centered approaches to learning designed to offer our students meaningful and challenging work at their own interest and ability level. This child-directed engagement strengthens motivation, supports attention, and encourages responsibility.

Our Grades 3-8 Math classes will continue utilizing the district's Enhanced Math curricula and receive additional lesson design and implementation support from Math Transformations.

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-9	Increase the percentage of students scoring proficient or above on Knowledge questions	61%	>95%	DEMI	2x per year	
June 2023	3-9	Increase the percentage of students scoring proficient or above on Application questions	51%	85%	DEMI	2x per year	
June 2023	3-9	Increase the percentage of students scoring proficient or above on Communication questions	41%	85%	DEMI	2x per year	

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the number of students scoring at or above the SBAC assessment	25%	40%	CAASPP Math	Annually
June 2023	6-9	Students with Disabilities	Decrease the number of students receiving D or F grades	95%	75%	End of Unit Assessments	Quarterly
*Identified Need - English Learners							
Data available for the Summative ELPAC 2021							
Students who are at risk							
One OPL Higher				9 students	15%		
Remained in same OPL				41 students	71%		
One OPL Lower				5 students	9%		
No data available				3 students	5%		
Total				58 students	100%		
Students who are LTELs							
One OPL Higher				75 students	33%		
Remained in same OPL				134 students	60%		
One OPL Lower				13 students	6%		
No data available				2 students	1%		
Total				224 students	100%		
Students who are 1-3 years							
One OPL Higher				17 students	20%		
Remained in same OPL				46 students	52%		
One OPL Lower				24 students	27%		
No data available				1 student	1%		
Total				88 students	100%		

The data for all three subgroups: LTELs, at Risk, and ELL year 1-3 show common trends.

-

The largest percentage of students can be found in “Remained in same OPL.” This is not uncommon when a student scores an OPL of *Somewhat developed*

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Some students who had no movement also had missing assessments for the 2020 Summative ELPAC. Therefore, growth could not be measured.

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Most students who moved one OP level lower went from *Moderately Developed* to *Somewhat Developed*: 23 students

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Students who did not have a current score are new to LMEC or had attendance concerns in the 2020-2021 school year.

Students who are Newcomers

1 - minimally developed (emerging)	21 students
2 - somewhat developed (expanding)	13 students
3 - moderately developed (expanding/bridging)	2 students
4 - well developed (bridging)	0

Because this group is at the beginning of their language acquisition, the number of *Minimally Developed* students should be monitored for growth in the 2022-2023 school year. Most of these students enrolled in a California school during the COVID-19 pandemic, therefore, their ELD instruction looked very different in comparison to a non- COVID-19 school year. As a result, some secondary-level students were allowed to re-enroll in our ELD 2 class for the 2021-2022 school year. In addition, the data does not include the influx of students who enrolled during the second semester of the 21-22 school year. The data for these students will be available in the Summer of 2022.

Students who are double identified*

One OPL Higher	14 students	13%
Remained in same OPL	83 students	78%
One OPL Lower	9 students	8%
No data available	1 student	1%
Total	107 students	100%

This group is a subgroup of the subgroups. A double-identified student can also be in any of the categories mentioned above. Nevertheless, it is important to identify the trends.

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There were 51 students in this group that did not take the Summative ELPAC 2020 (they are part of the “Remained the Same” subgroup).

The students who remind the same, 39 scored *Minimally Developed*

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1-9	English Learner	Will move up 1 proficiency level on their OPL according to ELPAC results	7% increased by 2+ proficiency levels. 17% increased by 1 level. 28% stayed the same	45%	Summative ELPAC	Annually

***Identified Need - Graduation/Promotion Rate**

All students in 2021-22 were promoted from 5th to 6th grade and 8th to 9th grade respectively. LMEC has a variety of systems in place to monitor and support students' promotion progress. The work of our youth advocates, Instructional Coordinators, and Deans of Culture supports the varying needs of unduplicated students that may be wide-ranging and beyond the educational realm. They ensure that students experiencing academic and personal/social barriers to learning received guidance and information to ensure success in student attendance, behavior, and graduation. In 2022-23 LMEC will have a weekly virtual community meeting to build connections with staff & teachers hold similar daily community meetings with their students during class. We also have a child study team available to offer Tier II support to students and families who might need additional interventions. At the middle school level, LMEC also saw a reduction in the D&F rate in CORE classes due to targeted tutoring support and Opportunity Wednesdays implemented by the Youth Advocacy team.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5	Ensure all LMEC 5th grade students are eligible for promotion	100%	100%	Graduation/Promotion	Annually
June 2023	8	Ensure all LMEC 8th grade students are eligible to promote to 6th grade	100%	100%	Graduation/Promotion	Annually
June 2023	6-8	Reduce the percentage of D's and F's given as a final course grades	27%	5%	% of D and F grades	Quarterly

Strategy/Activity 1: Professional Development

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Visiting teachers and extra duty pay are essential for classroom teachers to have release time and/or time outside their duty day to attend Montessori and other professional development training and to work on the following to improve ELA & Math instructional practices and accelerate grade-level student ELA & Math literacy: through improved lesson design, lesson study & learning walks, common assessments, etc

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0358DO	Prof&Curriclm DevHrlyClsrmTchr		\$25,000.00	\$30,952.50	0358-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra duty for teachers who attend training and coaching sessions outside their duty day.
N0358GJ	Conference Local		\$7,000.00	\$7,000.00	0358-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		For Montessori Conferences & Trainings
N0358GP	Prof&Curriclm DevHrlyClsrmTchr		\$2,500.00	\$3,095.25	0358-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Extra duty to support teacher training outside their duty day

***Additional Supports for this Strategy/Activity**

The District is also funding a contract for additional Montessori PD, training, & coaching for our Age 3 - Grade 2 teachers (Montessori Cohorts 1 & 2) with Country Montessori

Strategy/Activity 2: Instructional Support and Supplementary Materials for ELA Math

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Allocate funds to purchase instructional materials and learning software. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F035854	Regular Teacher	1.00000	\$92,259.00	\$134,216.96	0358-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher to support upper elementary literacy intervention & PBL implementation
N035864	Interprogram Svcs/Field Trip		\$10,000.00	\$10,000.00	0358-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Supports experiential learning opportunities in the community to support hands on learning and close the achievement gap.
N03589I	Supplies		\$20,616.75	\$20,616.75	0358-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]		purchase of supplementary materials in English and Math to close the achievement gap.
N0358BS	Contracted Svcs > \$25K		\$60,000.00	\$60,000.00	0358-30100-00-5100-1000-1110-01000-0000	Title I Basic Program	[no data]		Contract with Math Transformation support successful implementaiton of Enhanced Math in Gr. 3-8
N0358GH	Software Purchase		\$20,000.00	\$20,000.00	0358-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	[no data]		software like iReadyto provide individualized instruction to close the achievement gap in ELA & Math

Strategy/Activity 3: Targeted Tutoring MTSS Interventions

***Students to be served by this Strategy/Activity**

Students in Grades 3-8 who are not meeting standards in ELA & Math as well as students in Grades 6-9 who are not passing their CORE classes.

***Strategy/Activity - Description**

Teachers will review their common formative assessments to determine students in need of re-teaching support and offer students that targeted support before, during, and after school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0358-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358AE	Extra duty for teachers to provide tutoring before & after school.
	Counselor Hrly				0358-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358GO	Extra duty for counselors to run evening workshops with families.
	Regular Teacher				0358-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F035853	Resource teacher support for our MTSS programs.
	School Counselor				0358-09800-00-1210-3110-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F035852	Additional counselor support for our MTSS programs

Strategy/Activity 4: PD Instructional Supplies to Support EL Reclassification

***Students to be served by this Strategy/Activity**

This will support language acquisition for all our English Learners; including LTELS, Newcomers, and aRisk.

***Strategy/Activity - Description**

Teachers will have planning time to work with our Instructional Coordinator of Language. The planning sessions will introduce/revisit Benchmark ELD and Amplify ELD. This time will also allow us to look at student growth in the area of language acquisition. Teachers will study each strand and compare how they are supporting the strands' language acquisition. In addition, teachers will revise a current student goal-setting form to mirror a teacher-student conference. Allocate funds to purchase supplementary instructional materials and learning software to support English Learners. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0358BH	Retired NonClstrm Tchr Hrly		\$15,000.00	\$18,571.50	0358-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Visiting teachers to support pull-out PD trainings and support ELPAC testing
	Supplies				0358-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358DW	purchase instructional materials to support differentiated instruction to support reclassification of EL students.

***Additional Supports for this Strategy/Activity**

Our Instructional Coordinator of Language and Culture will support classroom teachers with Tier 1 instruction. Also, the instructional coordinator will build awareness of the profiles of English learners and how the students' classification needs to match the level of support the student receives during instruction. Designated ELD time will be monitored, as it is essential to have in a students' schedule. Teachers will receive professional development on how to continue to use Benchmark ELD.

Strategy/Activity 5: PD Supplemental Materials to Support DLI Program

***Students to be served by this Strategy/Activity**

This will support 6th grade students in our DLI program.

***Strategy/Activity - Description**

Allocate funds for PD and purchase supplementary instructional materials and learning software to support the implementation of the first year of our DLI program. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0358-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358AE	extra duty for planning and training our DLI teachers will attend outside their duty day.
	Conference Local				0358-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0358GJ	allow DLI teachers to attend local conferences on DL program implementation.
	Prof&Curriclm DevHrlyClsrmTchr				0358-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0358DO	extra training for summer PD our DLI teachers will attend
	Supplies				0358-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03589I	funding to support purchase of Spanish language materials to supplement instruction in our DLI program.

Strategy/Activity 6: PD Supplemental Materials to Support Full Inclusion Model for SWDs

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

The general education teachers will participate in professional development and collaborate with Education Specialists to develop grade-level specific ELA and Math lessons that align with common core state standards but provide adequate differentiation and scaffolded supports to allow students with disabilities to access and engage in the lesson. Educational specialists, in collaboration with the Coordinator of Inclusion, will plan and facilitate professional development for paraeducators who support students with disabilities. Supplementary instructional materials may also be purchased to support students with disabilities effective participation in general education settings.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0358A	Software Purchase		\$5,000.00	\$5,000.00	0358-30106-00-4310-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		educational software like IXL that will supplement and support SWD participation in the general education setting.
	Conference Local				0358-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0358GJ	Education specialist will attend conferences to learn about effective co-teaching models.
	Supplies				0358-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358DW	allow for purchase of supplemental instructional materials to support SWD in general education settings.

***Additional Supports for this Strategy/Activity**

The instructional Coordinator of inclusion will review IEPs of students as they enroll and then work with general education teachers and education specialists to ensure we are honoring LMEC's Montessori vision of full inclusion for students with disabilities in general education settings and the least restrictive environment.

Strategy/Activity 7: Montessori PD Supplemental Materials

***Students to be served by this Strategy/Activity**

TK-Grade 2 Students in our Montessori Cohorts 1 & 2

***Strategy/Activity - Description**

Visiting teachers and extra duty pay are essential for our Cohort 1 & 2 classroom teachers to have release time and/or time outside their duty-day to attend Montessori and other professional development trainings. This will also allow for the purchase of supplementary Montessori instructional materials to support our phased-in Montessori intervention at the elementary level to close the achievement gap.

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

ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly			0358-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358AE	extra duty for teacher Montessori training and planning that occurs outside the duty day.
	Prof&Curriclm DevHrlyClsrmTchr			0358-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0358DO	extra duty for summer training Montessori teachers have the option to attend.
	Supplies			0358-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0358DW	allows for the purchase of Montessori curricula to support successful implementation of this intervention strategy to close the achievement gap.
	Supplies			0358-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03589I	allows for the purchase of Montessori curricula to support successful implementation of this intervention strategy to close the achievement gap.

***Additional Supports for this Strategy/Activity**

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Last year LMEC developed goals to increase family participation in our stakeholder meetings and increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement on the California School Parents Survey (CSPS). The strategies developed to accomplish these goals included offering Parent Training and Workshops, developing a team to monitor student attendance, and hosting student-led conferences twice a year.

Upon review of attendance at our 21-22 stakeholder meetings, we did not meet our goal. In addition, the results of the California School Parents Survey show that 74 parents completed the CalSCHLS survey and took an average of 13 minutes to complete the survey.

Developing strong school-wide communication systems and a strong relationship with families is a top priority for LMEC this school year. We successfully created an SSC with all parent/community representative positions filled. An ELAC committee was also successfully created with approximately 25-45 families attending the virtual meetings.

Data analysis from Logan K-8 and Memorial indicates a lack of high levels of parent engagement. For Logan K-8, the 2018 California School Parent Survey (CSPS) the average parent involvement rate was 40.25%. At Memorial, CSPS survey results indicated only 20% of parents reported high rates of engagement. A review of sign-in sheets for Memorial's ELAC and Coffee with the Principal meetings showed multiple meetings with zero families attending.

LMEC leadership recognizes the importance of a positive, safe, supportive, and inclusive school environment and will implement PBIS and iMTSS school-wide to cultivate a positive school culture and increase family and community engagement as educational partners.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to continued COVID-19 restrictions, we were unable to host in-person stakeholder meetings until the end of the school year so most of the attendance reflects online participation via Zoom. LMEC hosted virtual parent and community events in hopes of increasing the number of “strongly agree” responses on the California Parents Survey

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

While Covid restrictions continue to limit strategies for increasing parent engagement, LMEC will adapt and make necessary changes as Covid restrictions loosen. However, some of the changes/actions that we can currently implement include:

- Parent Events - LMEC Campus tours
- Six Grade Academy Summer Orientation
- Weekly Newsletter from school leadership
- Website constantly updated to reflect school events and current information
- Virtual events (open house and other parent meetings)
- Parent Coach

Because we did not achieve our 2021-2022 goals they will remain the same for the upcoming school year with additional strategies and support.

***Identified Need**

LMEC is a brand new site in its second year of operation. Because of continued restrictions due to COVID, there were limited opportunities for parent and family engagement. While LMEC created opportunities for virtual parent and family engagement, participation was limited due to technology and connectivity limitations.

LMEC has an Instructional Coordinator for Family and Community Engagement. This person will work in coordination with other site administrators, the counseling team, and office staff to create a transformational parent involvement experience at LMEC. The Coordinator for Family and Community Engagement will work collaboratively to strengthen the home-school relationship with LMEC families. LMEC will provide professional development and parent training that include strategies on how to support students in class and at home. LMEC also recognizes that in our community family engagement rather than solely parent engagement will be the goal with our engagement plans because many students live in multi-generational homes where family members beyond the parent support the child's academic success.

Implications from online learning to support parent engagement:

Logan Memorial Ed Campus SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<p>-All Students received a district-issued device to ensure access to the curriculum while in a distance learning format.</p> <p>-Internet connectivity was supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-Information was shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of the 4 indicators) from all parent groups	approx. 50%	70%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	SSC	Ensure SSC is fully functional and parents attend the required number of meetings	100%	100%	Committee Attendance
June 2022	ELAC	Ensure ELAC is fully functional and parents attend the required number of meetings	100%	100%	Committee Attendance
June 2022	PTA	Create a fully functional PTA and hold monthly meetings	0%	100%	Meeting Attendance
June 2022	Other (Describe in Objective)	Hold monthly Montessori parent workshops that will introduce the various principles and concepts in Montessori education	0%	100%	Meeting Attendance
June 2022	Other (Describe in Objective)	Hold at least quarterly parent trainings for ELAC families	0%	100%	Meeting Attendance

Strategy/Activity 1: Parent Coaching, Trainings Workshops

***Families to be served by this Strategy/Activity**

All LMEC families will benefit from this strategy.

***Strategy/Activity - Description**

Will support and meet with parents to provide parent workshops that bridge parents to become self-efficient, improve parent executive functioning skills, and support family finance planning.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0358GK	Inservice supplies		\$5,000.00	\$5,000.00	0358-09800-00-4304-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		budget to provide food/snacks at parent events.
N0358GL	Tech Professional OTBS Hrly		\$2,000.00	\$2,740.20	0358-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	English Learners		funding to support translation services at parent events.
N0358GN	Classroom PARAS Hrly		\$2,000.00	\$2,740.20	0358-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		extra duty for PARAs who provide child-care services during workshops

***Additional Supports for this Strategy/Activity**

District Strategy & Instructional Support Officers and Instructional Coordinator of Family & Community Engagement will be involved in supporting parent coaching program.

Activity/Strategy 2: Welcoming Environment for Parents

***Families to be served by this Strategy/Activity**

All students and families at LMEC.

***Strategy/Activity - Description**

LMEC's Instructional Coordinator of Family & Community Engagement will work in coordination with site administrators, the counseling team, and office staff to create a transformational parent involvement experience at LMEC. The Family and Community Engagement Instructional Coordinator will work collaboratively to strengthen the home-school relationship with LMEC families and provide strategies on how to support students in class and at home by creating a welcoming environment for families.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03587Y	Supplies		\$1,377.00	\$1,377.00	0358-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		purchase supplies to support a welcoming environment for families.
N0358AI	Supplies		\$6.69	\$6.69	0358-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		purchase supplies to support a welcoming environment for families.
N0358GM	Clerical OTBS Hrly		\$4,600.00	\$6,302.46	0358-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		extra duty so support staff is available to help parents at LMEC events in the evenings

***Additional Supports for this Strategy/Activity**

Instructional Coordinator of Family & Community Engagement

Strategy/Activity 3: Parent Communication and Community Resources

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

LMEC's Instructional Coordinator of Family & Community Engagement will work in coordination with site administrators, the counseling team, and office staff to create a transformational parent involvement experience at LMEC. The Family and Community Engagement Instructional Coordinator will work collaboratively to strengthen the home-school relationship with LMEC families and provide regular communication about the school site and host meetings and provide information about local resources available for our families.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03585H	Interprogram Svcs/Duplicating		\$5,000.00	\$5,000.00	0358-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		duplicating services to create fflyers and additional information to share with families.
N0358GI	Postage Expense		\$5,000.00	\$5,000.00	0358-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage to mail information home to families that do not have consistent internet access

ACHIEVEMENT**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Logan Memr 09800 LCFF Intervention Support		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Logan Memorial Ed Campus			3000 Benefits			0	\$8,259.65
Logan Memorial Ed Campus		School Counselor Total				0.2	\$26,168.25
Logan Memorial Ed Campus		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	52,000.00	0	\$52,000.00
Logan Memorial Ed Campus			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	25,000.00	0	\$25,000.00
Logan Memorial Ed Campus			1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	15,000.00	0	\$15,000.00
Logan Memorial Ed Campus			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	2,000.00	0	\$2,000.00
Logan Memorial Ed Campus			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	4,600.00	0	\$4,600.00
Logan Memorial Ed Campus			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	2,000.00	0	\$2,000.00
Logan Memorial Ed Campus			3000 Benefits			0	\$25,088.06
Logan Memorial Ed Campus			4301 Supplies	Supplies	6.69	0	\$6.69
Logan Memorial Ed Campus			4304 Inservice supplies	Inservice supplies	5,000.00	0	\$5,000.00
Logan Memorial Ed Campus			5209 Conference Local	Conference Local	7,000.00	0	\$7,000.00
Logan Memorial Ed Campus		(blank) Total				0	\$137,694.75
Logan Memr 09800 LCFF Intervention Support Total						0.2	\$163,863.00
Logan Memr 30100 Title I Basic Program		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	162,375.84	1.76	\$162,375.84
Logan Memorial Ed Campus			3000 Benefits			0	\$73,845.99
Logan Memorial Ed Campus		Regular Teacher Total				1.76	\$236,221.83
Logan Memorial Ed Campus		(blank)	1260 Counselor Hrly	Counselor Hrly	2,000.00	0	\$2,000.00
Logan Memorial Ed Campus			3000 Benefits			0	\$476.20
Logan Memorial Ed Campus			4301 Supplies	Supplies	28,202.97	0	\$28,202.97
Logan Memorial Ed Campus			4310 Software Purchase	Software Purchase	27,000.00	0	\$27,000.00
Logan Memorial Ed Campus			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	60,000.00	0	\$60,000.00
Logan Memorial Ed Campus			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	5,000.00	0	\$5,000.00
Logan Memorial Ed Campus			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	10,000.00	0	\$10,000.00
Logan Memorial Ed Campus			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	11,000.00	0	\$11,000.00
Logan Memorial Ed Campus		(blank) Total				0	\$143,679.17
Logan Memr 30100 Title I Basic Program Total						1.76	\$379,901.00
Logan Memr 30103 Title I Parent Involvement		(blank)	4301 Supplies	Supplies	1,377.00	0	\$1,377.00
Logan Memorial Ed Campus			5920 Postage Expense	Postage Expense	5,000.00	0	\$5,000.00
Logan Memorial Ed Campus		(blank) Total				0	\$6,377.00
Logan Memr 30103 Title I Parent Involvement Total						0	\$6,377.00
Logan Memr 30106 Title I Supplmnt Prog Imprvmt		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	2,500.00	0	\$2,500.00
Logan Memorial Ed Campus			3000 Benefits			0	\$595.25
Logan Memorial Ed Campus			4301 Supplies	Supplies	20,616.75	0	\$20,616.75
Logan Memorial Ed Campus			4310 Software Purchase	Software Purchase	5,000.00	0	\$5,000.00
Logan Memorial Ed Campus			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	134,000.00	0	\$134,000.00
Logan Memorial Ed Campus		(blank) Total				0	\$162,712.00
Logan Memr 30106 Title I Supplmnt Prog Imprvmt Total						0	\$162,712.00

Logan Memorial Ed Campus Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 386,278
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 712,853

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 162,712
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 162,712

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 163,863
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 163,863

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 712,853

ACHIEVEMENT**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

LOGAN MEMORIAL EDUCATIONAL CAMPUS

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Logan Memorial Educational Campus has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

LMEC receives parental input from our frequent stakeholder surveys, annual needs assessment survey, and from parent meetings like Coffee with the Principal, ELAC, and SSC. All input is shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Logan Memorial Educational Campus school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

-The Logan Memorial Educational Campus convenes an annual meeting to inform the parents of Title I students about Title I requirements and about the right of parents/guardians to be involved in the Title I program.

-The LMEC community receives updates via our website, Class Dojo. social media, school marquee, posters, flyers, and School Messenger all calls informing them of all events of interest.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

LMEC hosts a wide variety of parent meetings to share information and encourage a strong collaborative relationship between families and the school. These meetings include but are not limited to Family Fridays, ELAC, SSC, PTA, and Coffee with the Principal.

- c.) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

-The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is done primarily through our SSC and ELAC committees.

-The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

-Quarterly stakeholder surveys and an annual needs assessment survey provide Title I parents an opportunity to give feedback regarding the effectiveness of the school's parent involvement policy

- d) The school provides parents of participating children with the following:
- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

The LMEC community newsletter is emailed home and posted on our website weekly and contains information informing parents/community of all meetings of interest. Meeting information is also listed on ClassDojo and the school marquee.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

This is done primarily through our SSC, ELAC, and SGT. At these meetings current student assessment data and student progress are reviewed; information about school and district resources to support student academic progress are shared; and families are given an opportunity to provide feedback regarding the effectiveness of the school's parent involvement policy.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

-LMEC hosts a wide variety of parent meetings to share information and participate in decisions relating to the education of their children. These meetings include but are not limited to Family Fridays, ELAC, SSC, PTA, and SGT.

-The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in participating in the education of their children.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Parent/Guardian input is solicited through SSC, PTSA, ELAC and district and school generated surveys.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to

monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

This is done primarily through our SSC and ELAC organizations. At these meetings current student assessment data and student progress are reviewed; information about school and district resources to support student academic progress are shared; and families are given an opportunity to provide feedback

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

-LMEC School-Family Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

-The school's responsibility to provide high-quality curriculum and instruction.

-The ways parents will be responsible for supporting their children's learning.

-The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

This is done through SSC, SGT, and professional development sessions staff attend throughout the school year.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Title I parents are key contributors and members in all LMEC community and parent groups on campus.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Information is always shared in English and Spanish and translations services are available at all parent meetings.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C.

Quarterly stakeholder surveys, parent meetings, SSC, ELAC, and SGT are all ways that LMEC seeks to support parental involvement.

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, LMEC, to the extent practicable, shall 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 required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent

-Information and school reports are always available on the LMEC website.

-Translation and interpreting services are made available.

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

LOGAN MEMORIAL EDUCATIONAL CAMPUS

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-23.

Logan Memorial Educational Campus (LMEC) distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards as follows:**
 - Through district support, the instructional focus of LMEC is to accelerate the academic achievement of all students by implementing a series of reforms aimed at ensuring that all students are provided effective teaching, high-quality instructional material, rich learning environments, and additional time and support to reach state academic standards, should they need it.

- Teachers and administrators meet regularly to learn about research-based instructional practices. We learn through discussions, observations of practice, feedback, and monitoring.
- All students, including those with special needs, have the opportunity to participate in after-school tutoring by classroom teachers. Other services include the extended-day reading and math programs, math tutoring, special education tutoring and summer school.
- PrimeTime (6 to 6) extended school services are available

2. Importance of ongoing communication and providing parents with frequent reports on their child's progress.

- Parents have multiple means of communicating with their child's teacher(s) including: email, phone calls, ClassDojo, through a school counselor.
- Parent/Teacher Conference days will be scheduled twice yearly. Secondary students will host student-led conferences at least one time per year.
- All progress reports will be distributed to students. Semester report cards will be mailed home.
- Various Teachers will provide students and parents access to an electronic grading program (such as Parent Connect) so that progress can be monitored on a daily, weekly, or monthly basis.
- Parents are able to contact teachers via phone, voice-mail, email or written notice to monitor their child's progress. Parents should expect a response from a teacher within a week of contacting the teacher. If contact is not made, parents should contact the teacher through their student's counselor.

3. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- Parent conferences will be held upon parent requests made directly to the teacher or by a request made through the counselor.
- Teachers will schedule a conference based upon the student's individual needs.

4. Provide parents reasonable access to staff.

- Parents can access LMEC's website (lmec.sandiegounified.org) to learn about their child's teacher.
- Parents may reach LMEC staff through voice-mail, written note, email, or phone call.
- Staff members will share with parents the best method for contacting them if they have any questions or concerns.
- There are many opportunities for parents to volunteer and participate in their child's education, (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms).
- Parents must arrange in advance 24 hours with individual teachers for classroom visits.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- There are many opportunities for parents to volunteer and participate in their child's education, (for example; governance committees, special events, fundraising events, parent organizations, and in classrooms).
- Parents must arrange in advance 24 hours with individual teachers for classroom visits.
- Parents may also visit our school website for information on how to be involved with certain committees such as: SSC, ELAC, SGT, and PTA.
- Parents can volunteer as readers, tutors, and chaperones at school events.

- Parents can attend Eagle for a Day shadow a student event, student-led conferences, exhibitions of learning, etc.

LMEC Family/Student/School Compact

At LMEC we want all of our students to succeed. To make this vision a reality and to ensure we educate all of our students to their fullest potential, staff, students, and families must work together as knowledgeable partners. Each year, we make a school-wide commitment to work collaboratively with families to enhance the achievement of our students. This compact acknowledges all parties' understanding that active participation in this interactive partnership is vital to your child's success.

As a STUDENT, I will:

- Attend school regularly and arrive to class on time.
- Adhere to standards of behavior by following the school rules and demonstrate the Eagle Way with its emphasis on Learning, Mastery, Empathy, and Community.
- Come to school prepared to learn and with all necessary materials.
- Complete all class and homework assignments to the best of my ability.
- Read at home regularly, according to the requirements of my teacher(s).
- Share all important schoolwork and information with my parents.
- Participate in extended day learning opportunities as needed.

As a SCHOOL, we will

- Involve families as partners in the education of our students.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Teach grade level skills and concepts using effective teaching strategies.
- Provide families with strategies and techniques to assist with learning activities at home.
- Communicate regularly with parents about school programs and students' progress.
- Connect families and students with community resources and support services.
- Involve parents in instructional and support roles at LMEC.
- Provide a safe, positive, and welcoming environment for students and parents.
- Make home visits when necessary to help a student's progress.

As a FAMILY MEMBER, I will:

- Work with the school as a partner in my child's education.
- Send my child to school regularly and on time.
- Provide my child with necessary materials, space, and time needed to complete schoolwork.
- Attend parent/teacher conferences and as many parent meetings as I can.
- Communicate regularly with my child's teacher(s) about his/her progress.
- Participate in school decision making as often as I can.
- Support my child's learning and education at home.
- Commit to getting involved with my child's school in as many ways as I can.
- Support my child in participating in extended day learning opportunities.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- This is done primarily through our SSC and ELAC organizations. At these meetings current student assessment data and student progress are reviewed; information about school and district resources to support student academic progress are shared; and families are given an opportunity to provide feedback.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- LMEC has parent EmPath & IT coaches to support families

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- This is done through SSC, SGT, and professional development sessions staff attend throughout the school year.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Title I parents are key contributors and members in all LMEC community and parent groups on campus.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Information is always shared in English and Spanish and translations services are available at all parent meetings.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Quarterly stakeholder surveys, parent meetings, SSC, ELAC, and SGT are all ways that LMEC seeks to support parental involvement.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Information is always shared in English and Spanish and translations services are available at all parent meetings.
- Information and school reports are always available on the LMEC website.

This Compact was adopted by LMEC on 10/14/2021, and will be in effect for the period of 2021-22 school year and the beginning of the 2022-23 school year until it is reviewed and amended as needed.

The school will distribute the Compact to all parents and family members of students participating on, or before: 10/30/2021.

Jose Villar, Principal EC-5th

Melanie Kray, Principal 6th-8th

Jose Villar

Melanie Kray

10/14/2021

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

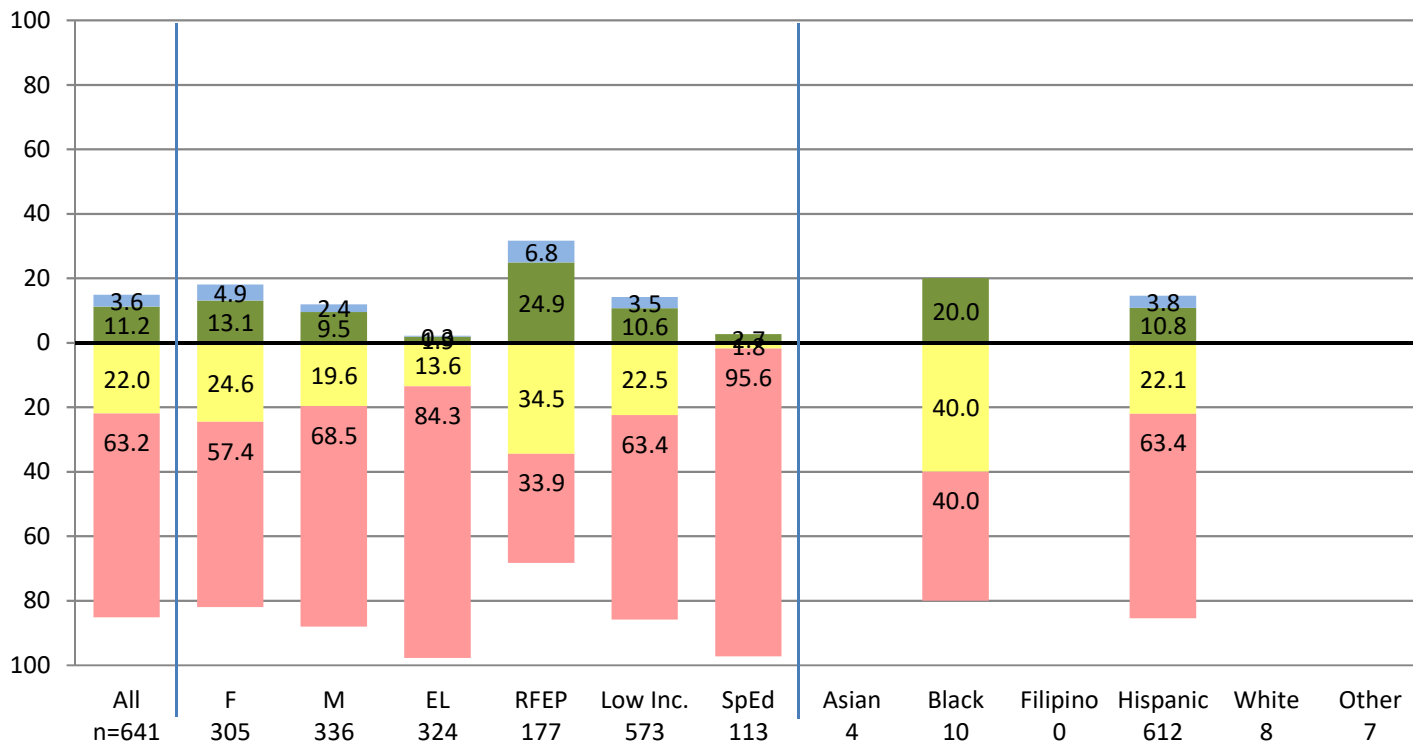


PERFORMANCE LEVELS BY GROUP REPORT
 Logan Memorial Educational Campus
 Smarter Balanced Summative Assessments 2022

Research & Evaluation
 8/12/2022

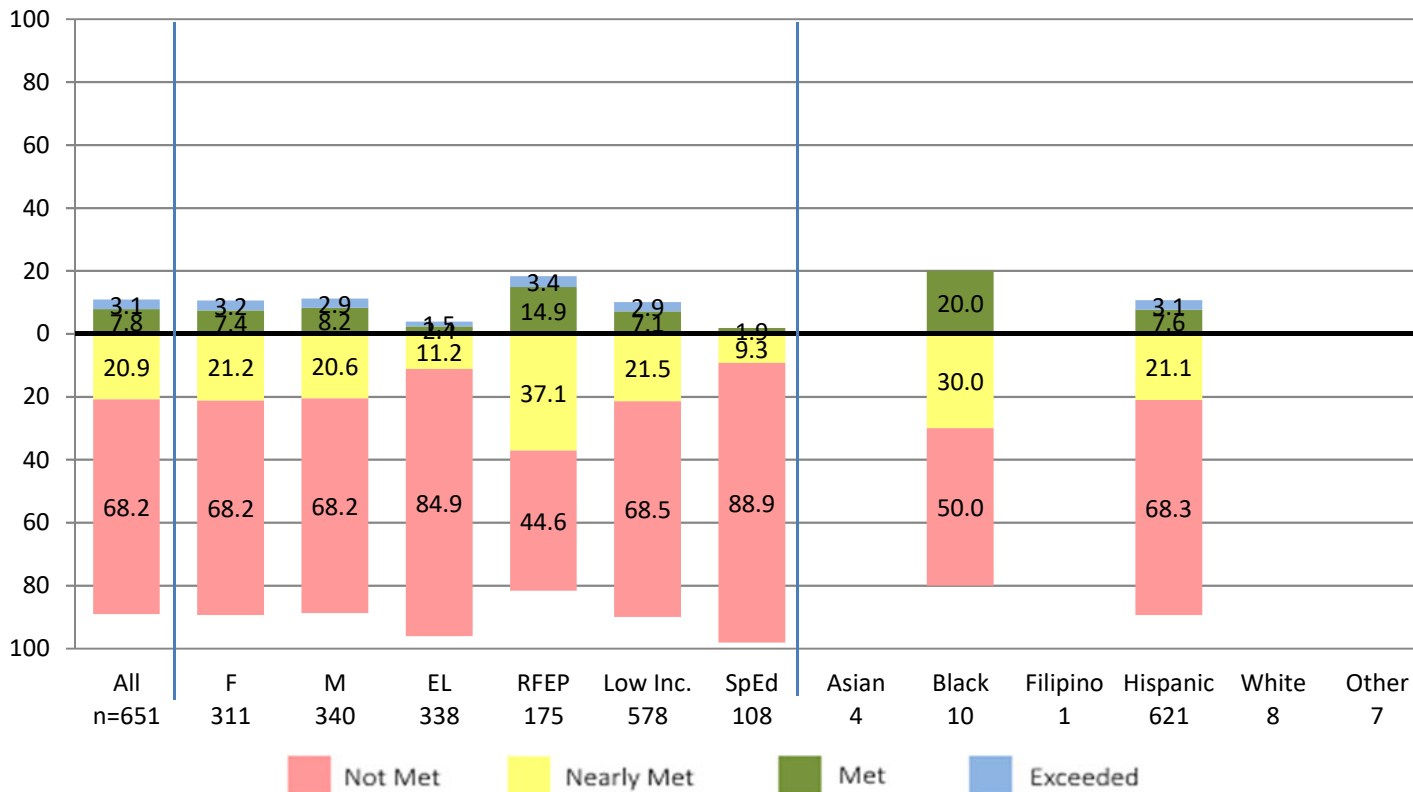
ENGLISH LANGUAGE ARTS

Percent of Students at Each Achievement Level



MATHEMATICS

Percent of Students at Each Achievement Level



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

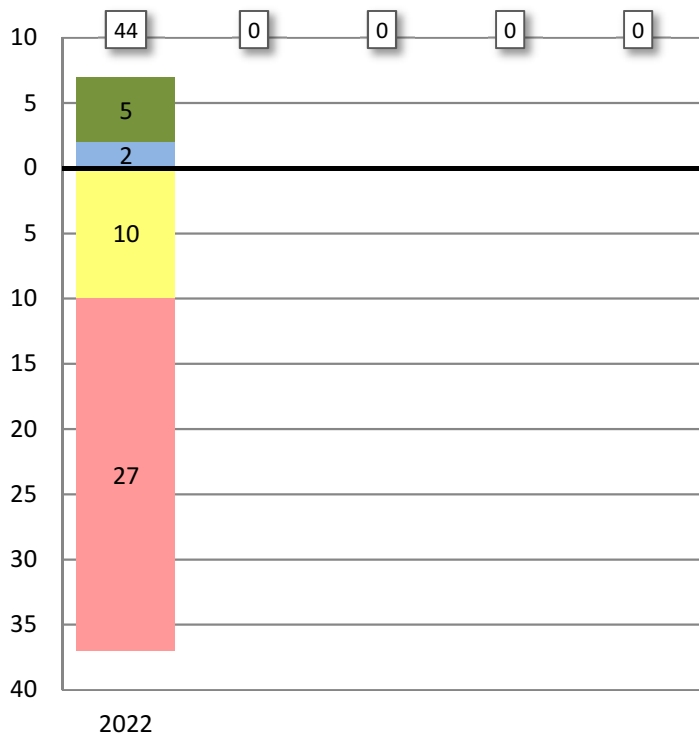


ACHIEVEMENT LEVELS BY GRADE REPORT
 Logan Memorial- Grade 3
 Smarter Balanced Summative Assessments 2016 - 2022

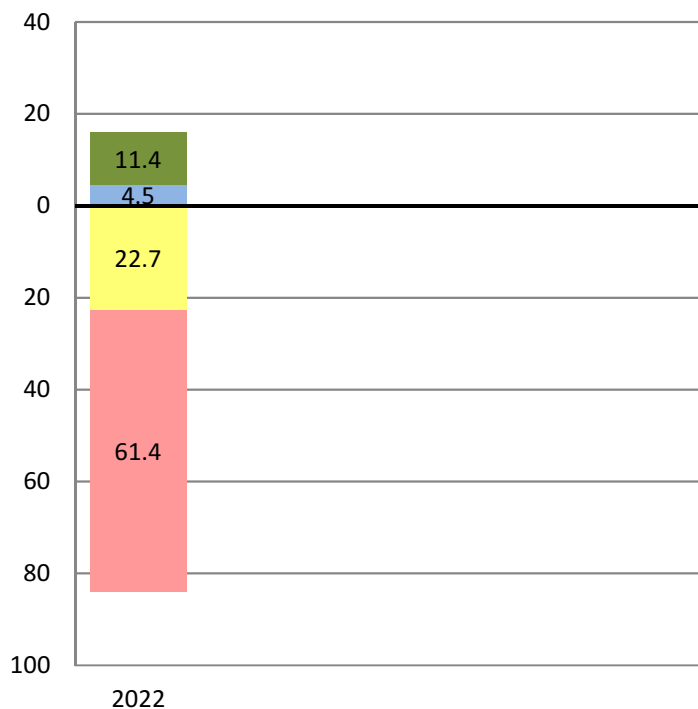
Research and
 Evaluation Dept.

ENGLISH LANGUAGE ARTS

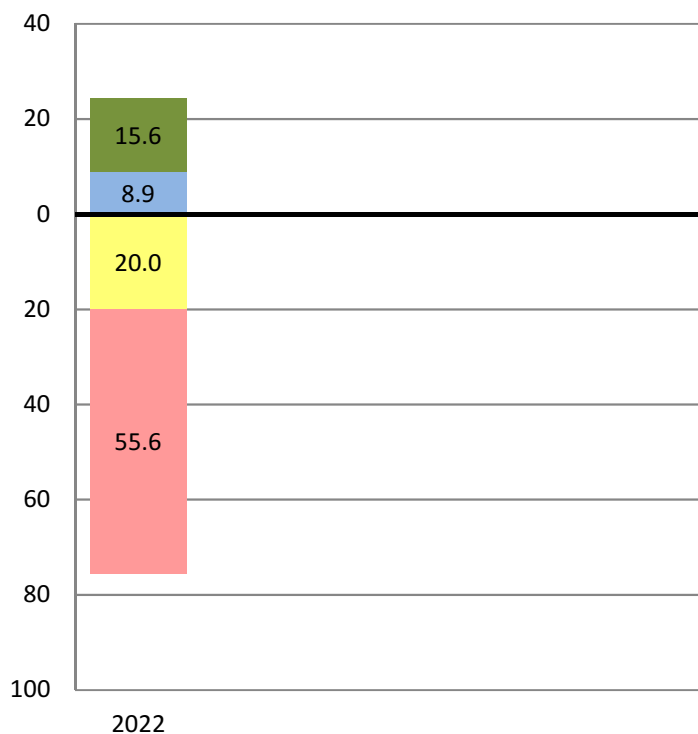
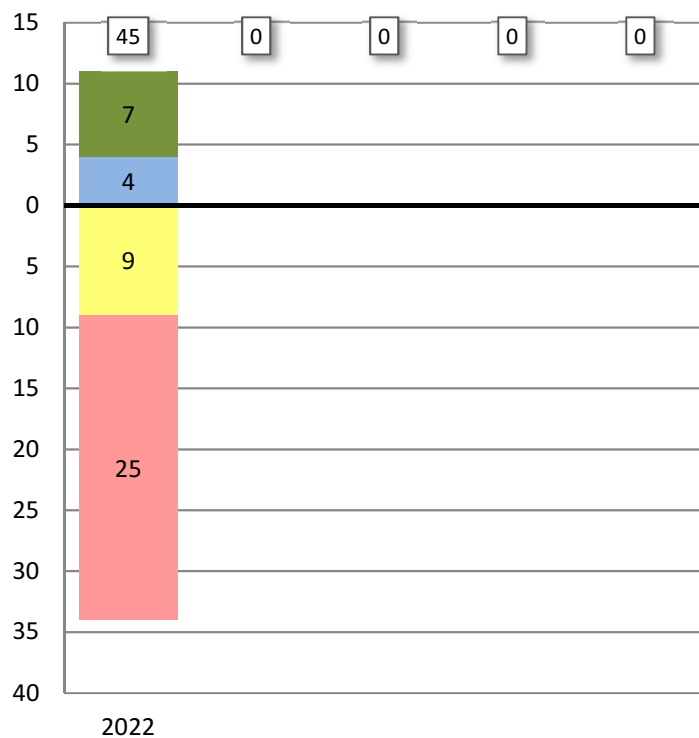
Number of Students at Each Achievement Level



Percent of Students at Each Achievement Level



MATHEMATICS



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

xx Total Number of Students Tested

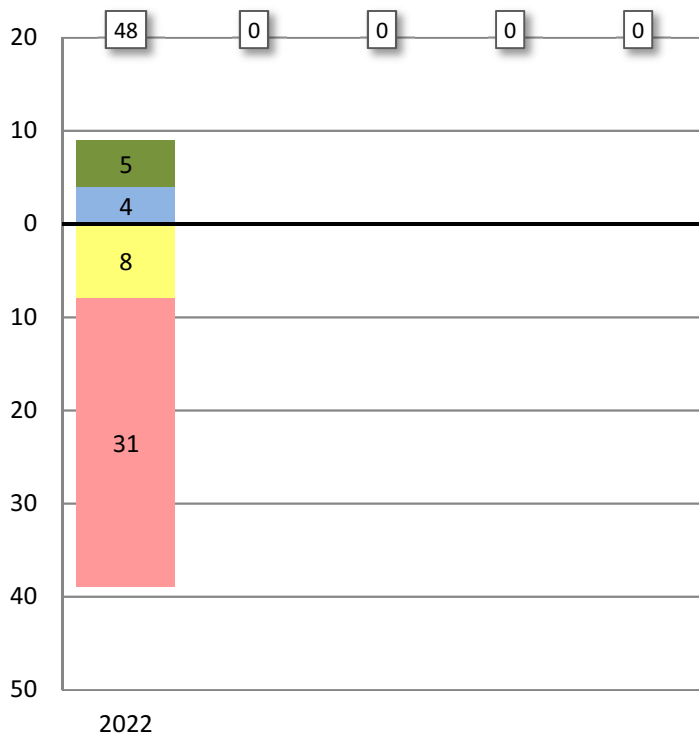


ACHIEVEMENT LEVELS BY GRADE REPORT
 Logan Memorial- Grade 4
 Smarter Balanced Summative Assessments 2016 - 2022

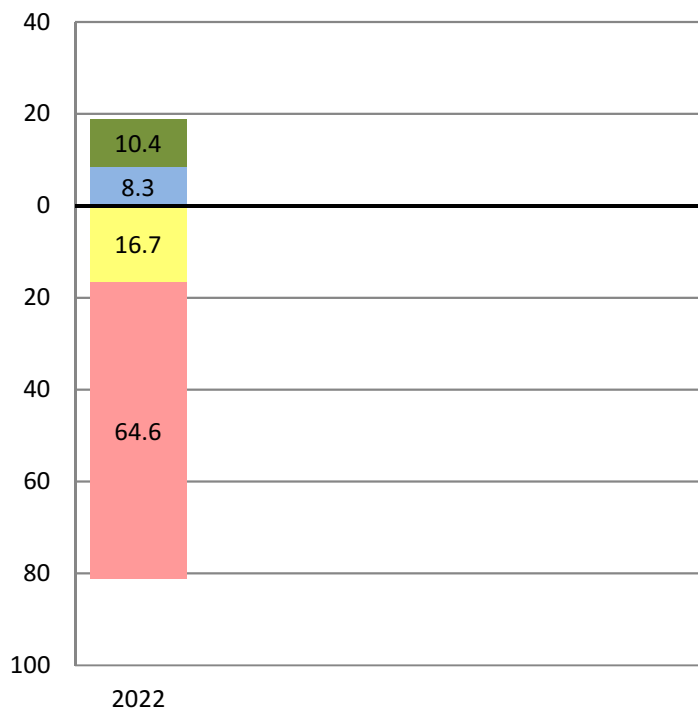
Research and
 Evaluation Dept.

ENGLISH LANGUAGE ARTS

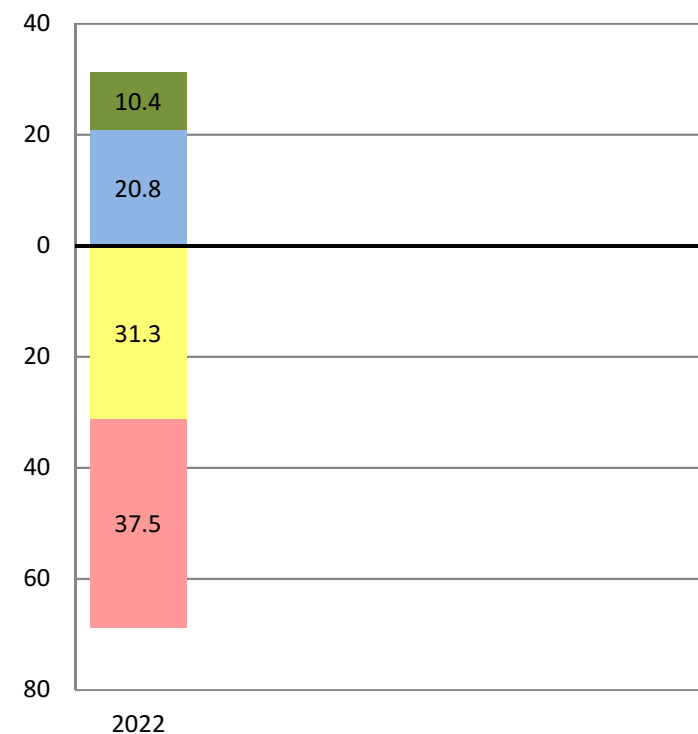
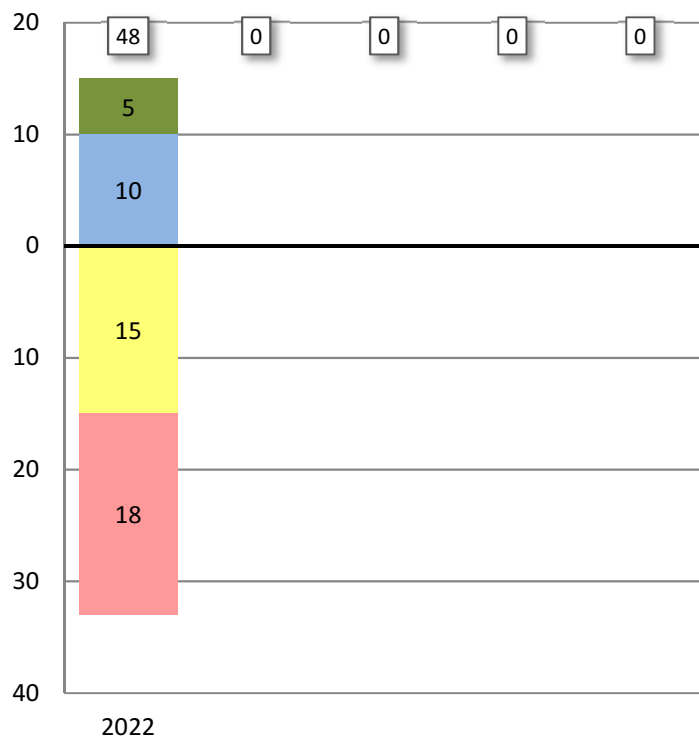
Number of Students at Each Achievement Level



Percent of Students at Each Achievement Level



MATHEMATICS



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

XX Total Number of Students Tested

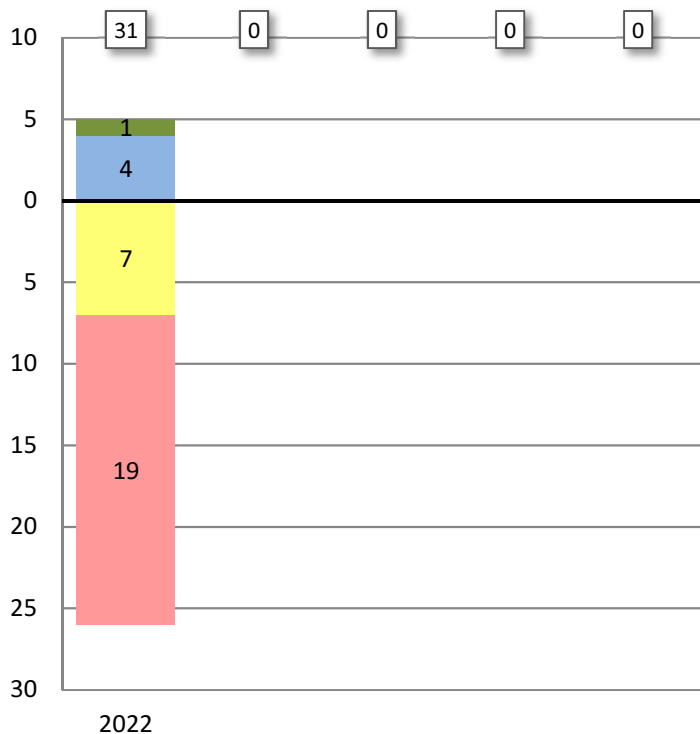


ACHIEVEMENT LEVELS BY GRADE REPORT
 Logan Memorial- Grade 5
 Smarter Balanced Summative Assessments 2016 - 2022

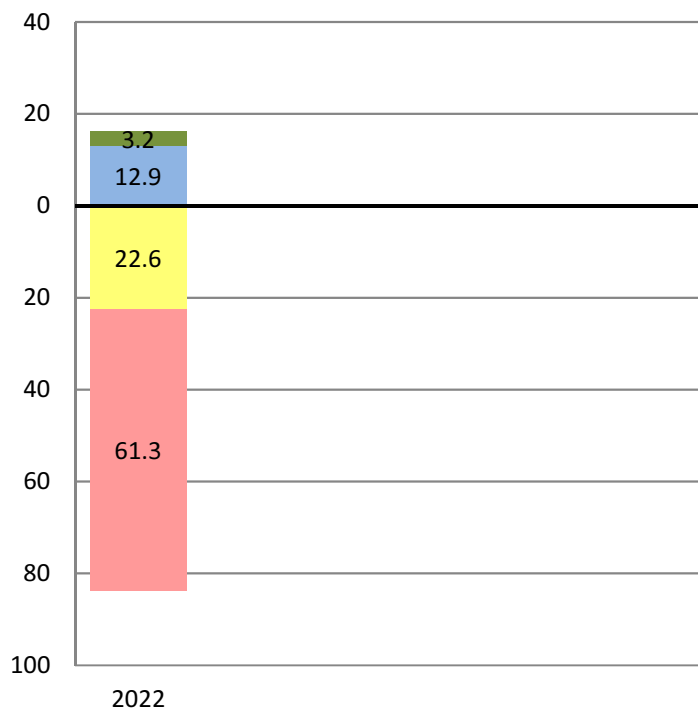
Research and
 Evaluation Dept.

ENGLISH LANGUAGE ARTS

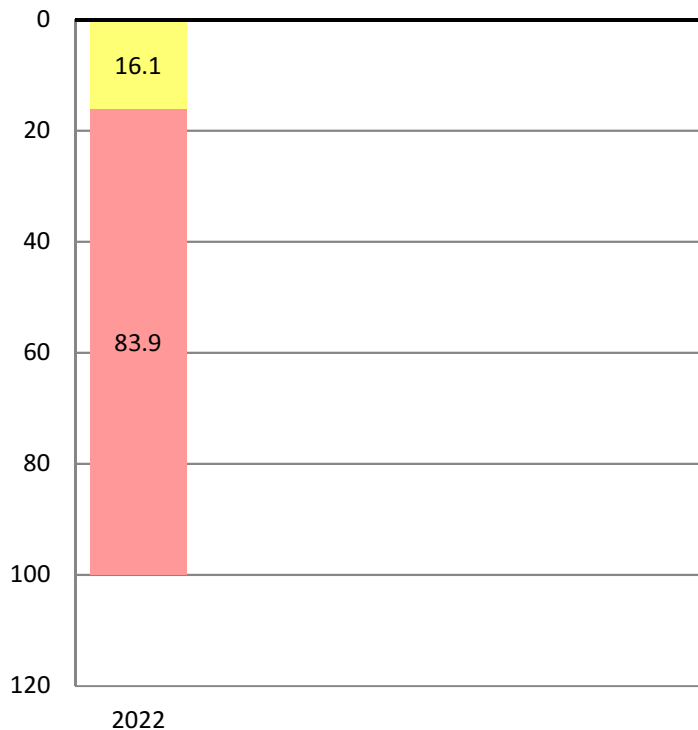
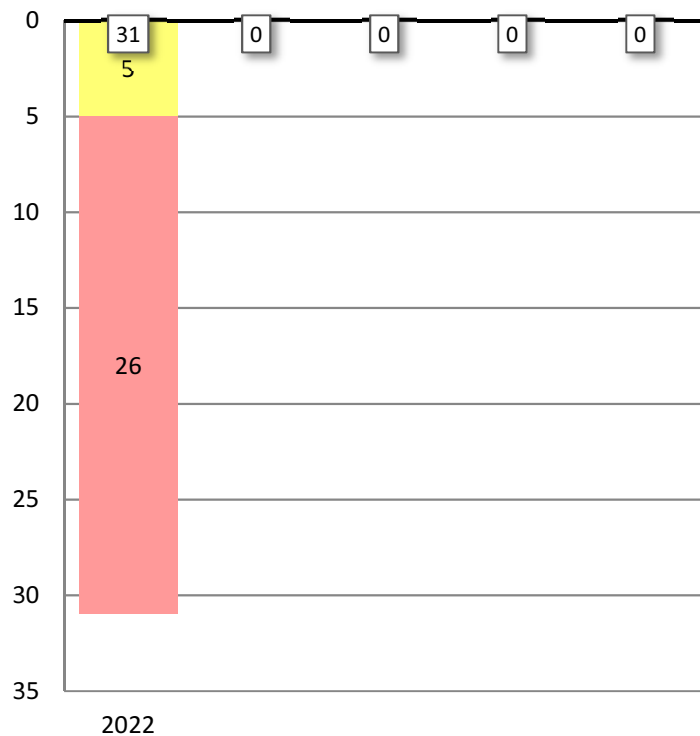
Number of Students at Each Achievement Level



Percent of Students at Each Achievement Level



MATHEMATICS



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

XX Total Number of Students Tested

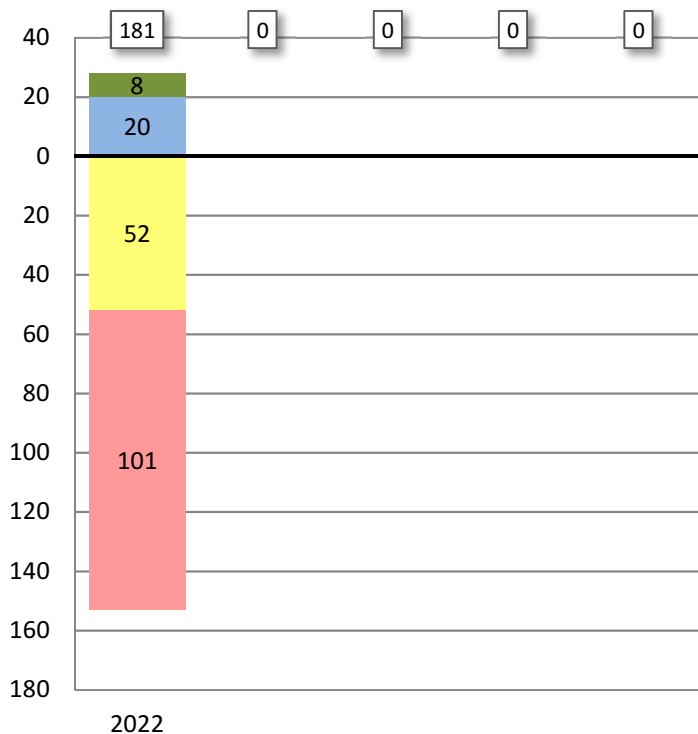


ACHIEVEMENT LEVELS BY GRADE REPORT
 Logan Memorial- Grade 6
 Smarter Balanced Summative Assessments 2016 - 2022

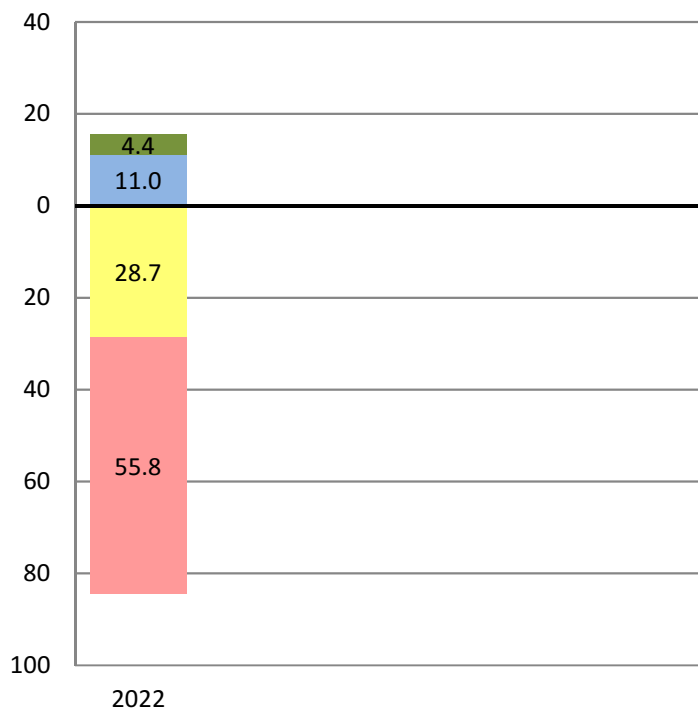
Research and
 Evaluation Dept.

ENGLISH LANGUAGE ARTS

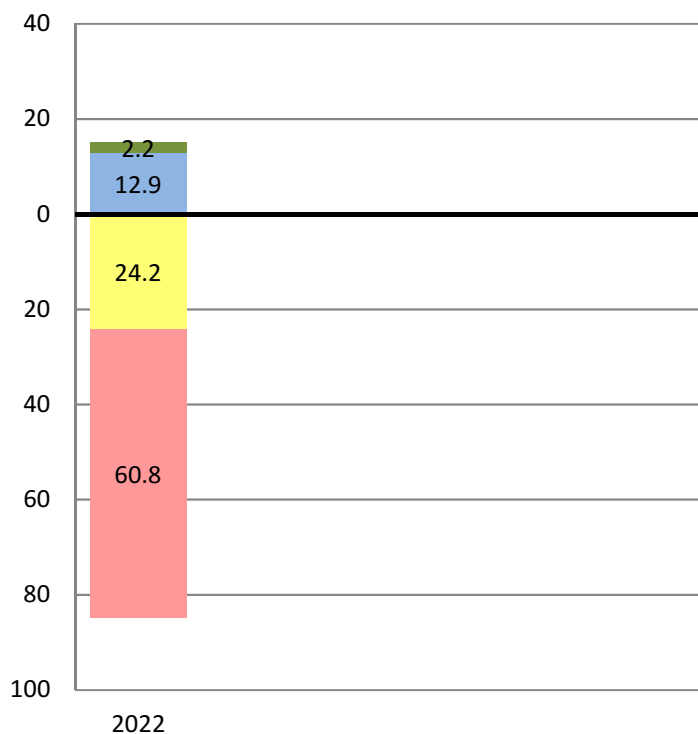
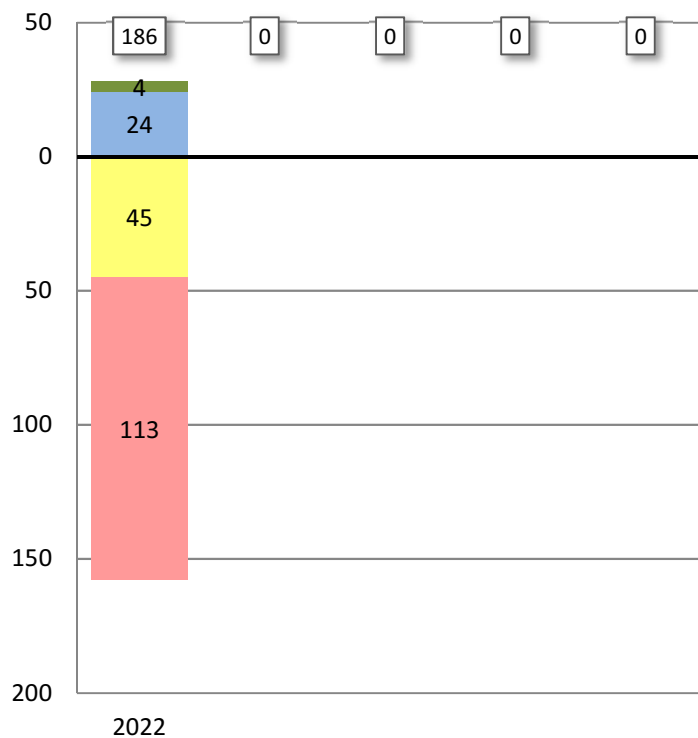
Number of Students at Each Achievement Level



Percent of Students at Each Achievement Level



MATHEMATICS



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

XX Total Number of Students Tested

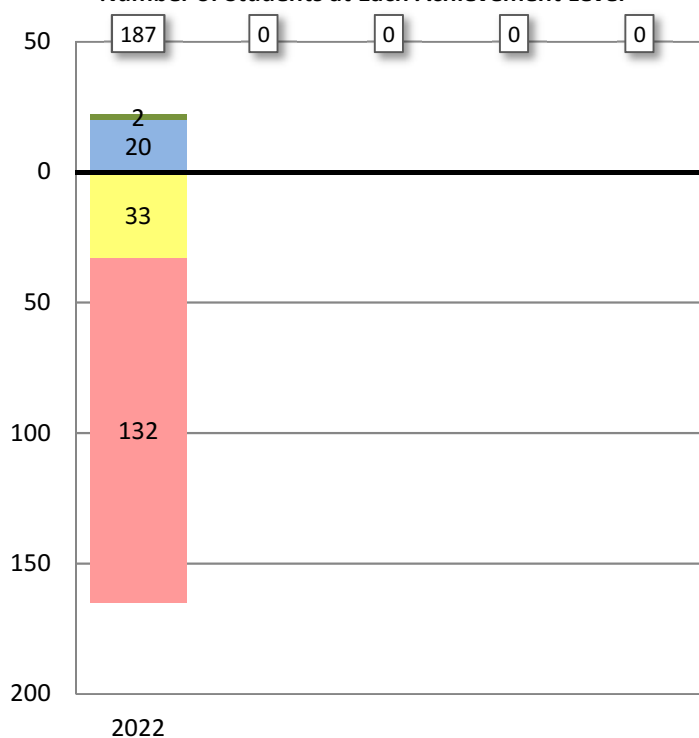


ACHIEVEMENT LEVELS BY GRADE REPORT
 Logan Memorial- Grade 7
 Smarter Balanced Summative Assessments 2016 - 2022

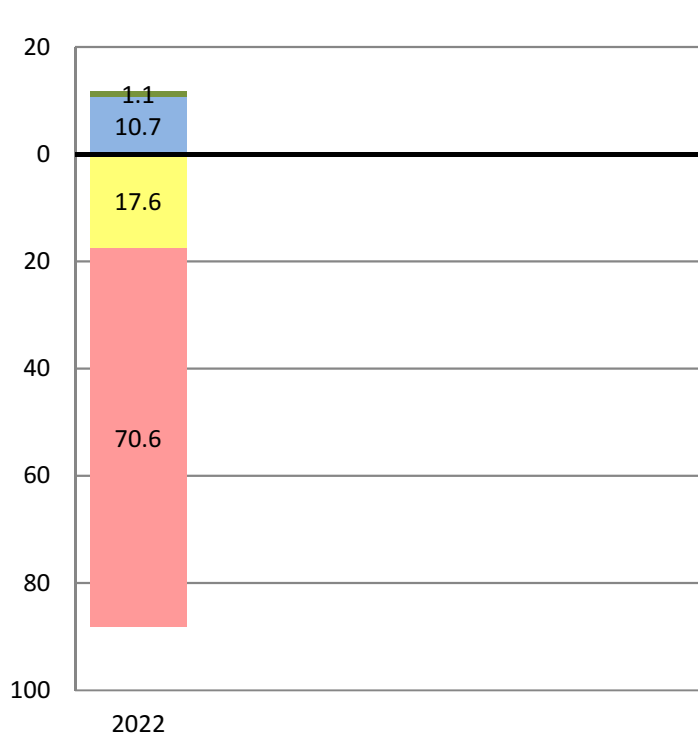
Research and
 Evaluation Dept.

ENGLISH LANGUAGE ARTS

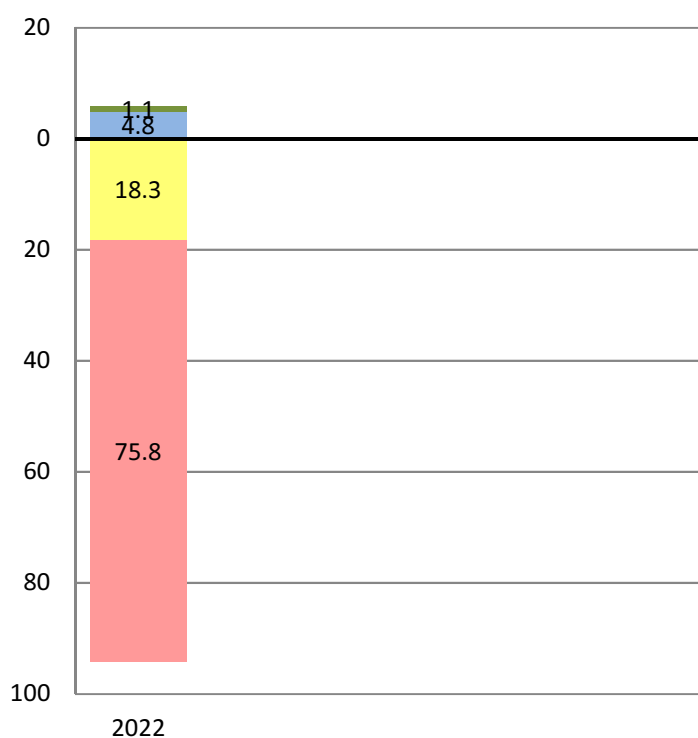
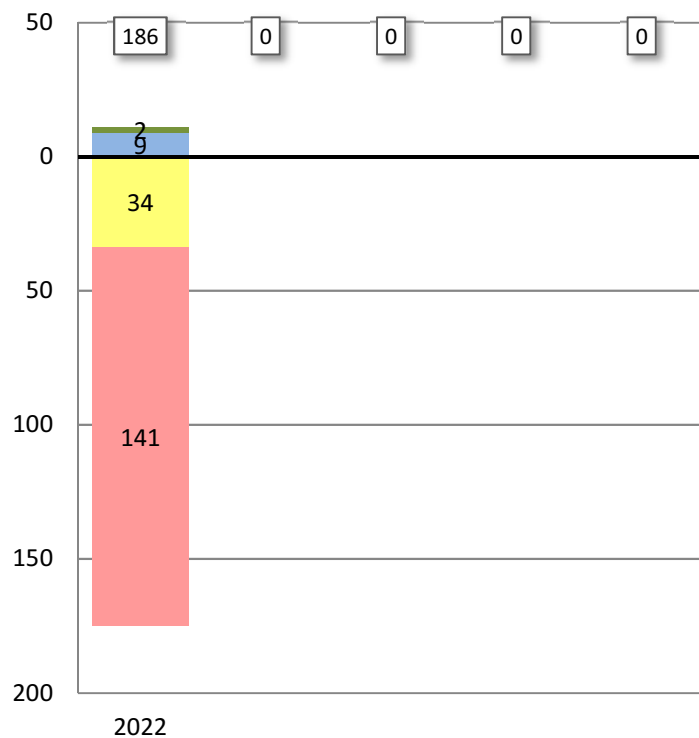
Number of Students at Each Achievement Level



Percent of Students at Each Achievement Level



MATHEMATICS



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

XX Total Number of Students Tested

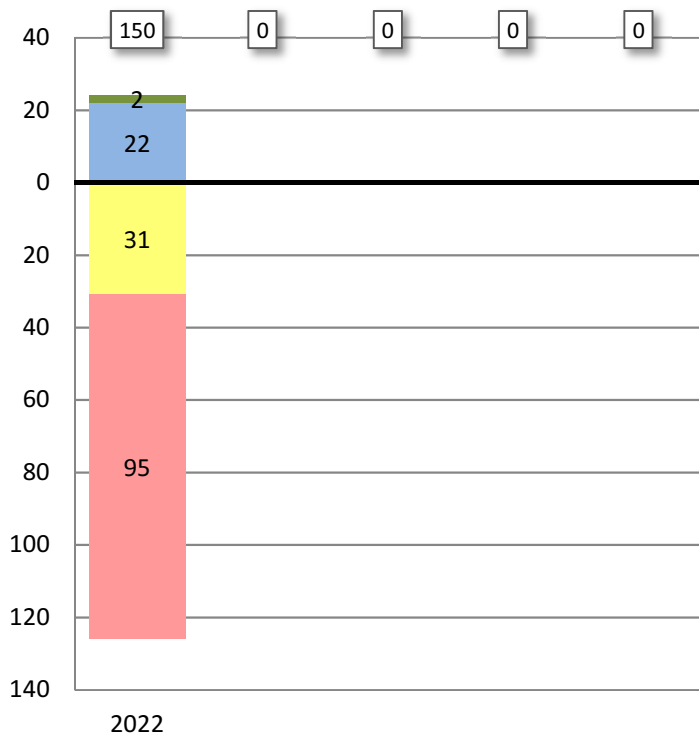


ACHIEVEMENT LEVELS BY GRADE REPORT
 Logan Memorial- Grade 8
 Smarter Balanced Summative Assessments 2016 - 2022

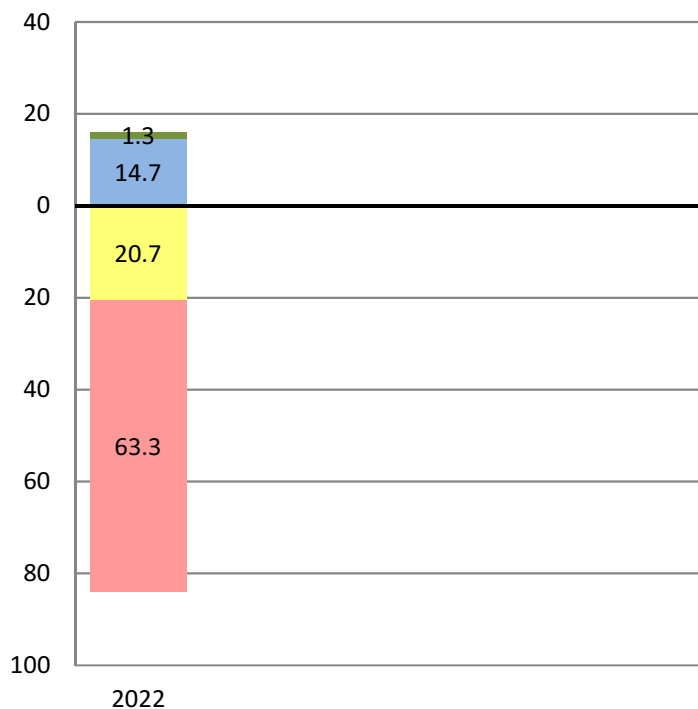
Research and
 Evaluation Dept.

ENGLISH LANGUAGE ARTS

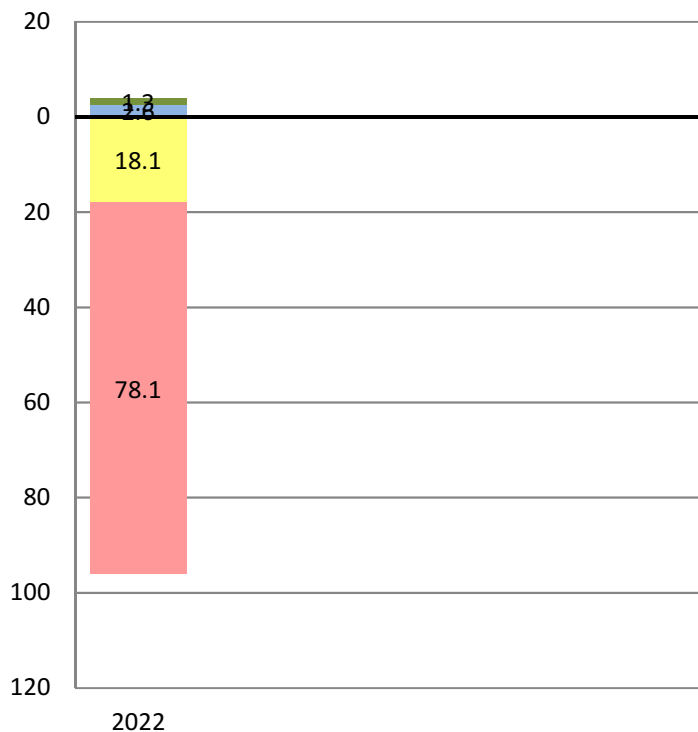
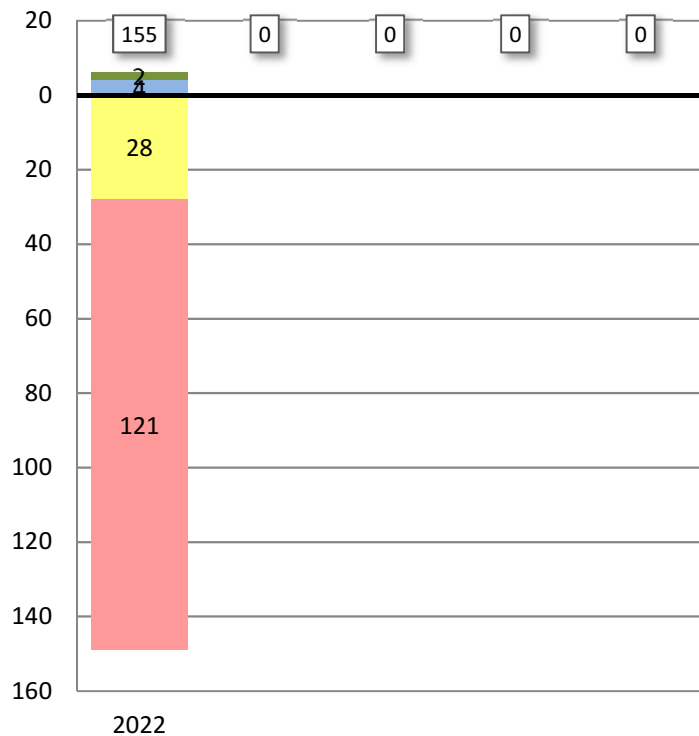
Number of Students at Each Achievement Level



Percent of Students at Each Achievement Level



MATHEMATICS



Not Met
 Nearly Met
 Met
 Exceeded

xx Total Number of Students Tested

ACHIEVEMENT

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: LOGAN MEMORIAL ED CAMPUS

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Professional Development around SEL

***Strategy/Activity - Description**

Provide professional development, instructional coaching, and resources (i.e.instructional materials, curriculum, supplies, software, etc) to support the use of social emotional learning (SEL) lessons and activities in the classroom in order to continue to build a safe, collaborative, and inclusive school culture where all students feel a sense of belonging. This will include a year long PD by Harvard DataWise - Koru Strategies groups around continuous cycle of improvement with an SEL emphasis in order to improve learning outcomes for our students in grades 5-8..

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClstrmTch r		\$28,754.40	30100-1170	help support creation of a safe and inclusive school environment		Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.
Contracted Svcs > \$25K		\$70,000.00	30100-5100	help support creation of a safe and inclusive school environment	More than 75% of students responded positively to question around school culture on the CORE SEL survey indicating effectiveness in DataWise emphasis on SEL PD		None

Strategy/Activity 2: 6th Grade Academy

***Strategy/Activity - Description**

LMEC will continue to utilize a 6th Grade Academy model in order build strong school connectedness among our incoming 6th grade students, many of whom are coming from feeder elementary schools and will be unfamiliar with our Montessori infused program. The academy will build student school connectedness in a variety of ways including use of SEL & strength-based lessons from Thrively as well as having students participate in experiential learning opportunities in the community.(need to move \$11,000 LCFF dollars to consultant <\$25,000 line.).

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
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Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Field Trip		\$20,000.00	30100-5735	create a safe & inclusive learning environment for 6th graders to close the achievement gap	More than 75% of students responded positively to question around school culture on the CORE SEL survey. There was also an increase on elementary and middle school CHKS results on school climate.	COVID restrictions early in the year did not allow us to go on field trips until the fourth quarter.	Reduce expenditure by 50% in case we are faced with continued restrictions due to the pandemic.
Classroom Teacher Hrly		\$38,339.20	30106-1157	create a safe & inclusive learning environment for 6th graders to close the achievement gap	More than 75% of students responded positively to question around school culture on the CORE SEL survey. There was also an increase on elementary and middle school CHKS results on school climate.		None
Software Purchase	--	--	30106-4310	create a safe & inclusive learning environment for	6 th grade academy students who were using the Thrively		None

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				6th graders to close the achievement gap	curriculum had the highest positive responses on the CORE SEL survey indicating effectiveness.		
Supplies	--	--	30100-4301	create a safe & inclusive learning environment for 6th graders to close the achievement gap	More than 75% of students responded positively to question around school culture on the CORE SEL survey. There was also an increase on elementary and middle school CHKS results on school climate.		None
Strategy/Activity 4: Attendance Support							
*Strategy/Activity - Description							
LMEC will update our NEST attendance monitoring and intervention system used to support students during online learning so that it can effectively support students during in-person learning and support strong daily student attendance rates and reduce the number of chronically absent students.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Clerical OTBS Hrly		\$2,661.80	30100-2451	will add		Required quarantining due to COVID protocols led to a dip in the attendance rate for 2021-22 with an average daily attendance rate of 86% school-wide.	We will add an attendance resource teacher to better support and focus on improving LMEC's attendance.

Goal 2 - English Language Arts							
Strategy/Activity 1: Montessori Professional Development							
*Strategy/Activity - Description							
Visiting teachers and extra duty pay are essential for classroom teachers to have release time and/or time outside their duty-day to attend Montessori and other professional development trainings and to work on the following to improve ELA instructional practices and accelerate grade-level student literacy: lesson design, lesson studies, cross classroom visits, common assessments, etc							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	supportrs implementation of our Montessori intervention to close the achievement gap	Teacher feedback surveys indicated that staff appreciated being compensated with extra duty hours		We will continue utilizing this strategy in 2022-23

					when they were involved in planning and PD outside the school day.		
Strategy/Activity 2: Instructional Support							
*Strategy/Activity - Description							
Allocate funds to purchase instructional materials and learning software. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$25,381.00	30100-4301	supports implementation of	At the time of this review there is		Continue

Logan Memorial Ed Campus

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				our ELA strategies/interventions to close the achievement gap	limited academic achievement data to review as CAASPP ELA results are not in and Spring FAST results are not complete. Teacher feedback surveys indicate that supplies to support improving literacy remains an area of need.			prov p
Supplies		\$974.00	30106-4301	supports implementation of our ELA strategies/interventions to close the achievement gap	At the time of this review there is limited academic achievement data to review as CAASPP ELA results are not in and Spring FAST results are not complete. Teacher feedback surveys indicate that supplies to support improving literacy remains an area of need.		Continue next year.	
Software Purchase		\$20,000.00	30106-4310	supports implementation of our ELA strategies/interventions to close the achievement gap		iReady was not used with fidelity. We will utilize for more additional year to see if we can get better participation		

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						school-wide. If not, we will discontinue	
Travel Conference		\$5,000.00	30100-5207	supports implementation of our ELA strategies/interventions to close the achievement gap		COVID restrictions and the severe visiting teacher shortage did not allow us to participate in conferences. Money was moved to teacher hourly and the supply budget.	Reduce expenditure for next year since pandemic situation is still unknown and could impact expenditure.
Conference Local		\$5,000.00	30100-5209	supports implementation of our ELA strategies/interventions to close the achievement gap		COVID restrictions and the severe visiting teacher shortage did not allow us to participate in conferences. Money was moved to teacher hourly and the supply budget.	Reduce expenditure for next year since pandemic situation is still unknown and could impact expenditure.

Strategy/Activity 3: Montessori Music Teacher

***Strategy/Activity - Description**

Montessori Music teacher will provide academic enrichment for students to support improved academic achievement and at the same time create additional preparation time each week for TK-5th teachers to they will have additional time to collaborate and design lessons to ensure quality ELA instruction that supports and accelerates student learning in the classroom.

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

Directions:

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

Guiding Questions:

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

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Instr Music Teacher	1.00000	\$125,650.25	30100-1107	allows teachers to have additional planning time so they can review data and provide targeted supports to students in the classroom to close the achievement gap		No evidence of effectiveness.	Discontinuing funding of enrichment music teacher.

Goal 3 - Mathematics							
Strategy/Activity1: Professional Development							
*Strategy/Activity - Description							
Visiting teachers and extra duty pay are essential for classroom teachers to have release time and/or time outside their duty-day to attend Montessori and other professional development trainings and to work on the following to improve Math instructional practices: lesson design, lesson studies, cross classroom visits, common assessments, etc							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Field Trip	--	--	30100-5735	provide PD to close the achievement gap	Student and teacher feedback surveys indicate this was a preferred instructional strategy to provide	COVID restrictions early in the year did not allow us to go on field trips until the fourth quarter.	Reduce expenditure by 50% in case we are faced with continued restrictions due to the pandemic.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					our students with real-world, hands-on experiences.		
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	provide PD to close the achievement gap	Teacher feedback surveys indicated that staff appreciated being compensated with extra duty hours when they were involved in planning and PD outside the school day.		We will continue utilizing this strategy in 2022-23

Strategy/Activity 2: Instructional Supports

***Strategy/Activity - Description**

Allocate funds to purchase instructional materials and learning software. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Edmentum, PBL Works materials, etc.), manipulatives, models, and art supplies.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30106-1157	provide instructional resources necessary to close the achievement gap	Teacher feedback surveys indicated that staff appreciated being compensated with extra duty hours when they were involved in planning and PD outside the school day.		We will continue utilizing this strategy in 2022-23
Conference Local	--	--	30100-5209	provide instructional resources necessary to close the achievement gap		COVID restrictions and the severe visiting teacher shortage did not allow us to participate in conferences. Money was moved to teacher hourly and the supply budget.	Reduce expenditure for next year since pandemic situation is still unknown and could impact expenditure.
Software Purchase	--	--	30106-4310	provide instructional resources necessary to close the achievement gap		No school-wide agreement on math software to use so none was purchased.	Money will be allocated elsewhere next year.
Supplies	--	--	30100-4301	provide instructional	At the time of this review there is		Continue next year

Logan Memorial Ed Campus

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				resources necessary to close the achievement gap	limited academic achievement data to review as CAASPP Math results are not in and Spring DEMI results are not complete. Teacher feedback surveys indicate that supplies to support improving literacy remains an area of need.		
Supplies	--	--	30106-4301	provide instructional resources necessary to close the achievement gap	At the time of this review there is limited academic achievement data to review as CAASPP Math results are not in and Spring DEMI results are not complete. Teacher feedback surveys indicate that supplies to support improving literacy remains an area of need.		Continue next year
Travel Conference	--	--	30100-5207	provide instructional resources necessary to close the achievement gap		COVID restrictions and the severe visiting teacher shortage did not allow us to participate in	Shift funding to expanded Math Transformations contract.

						conferences. Money was moved to a contract with Math Transformation where math experts would come to the site and meet with staff.	
Strategy/Activity 3: Reduced Class Size							
*Strategy/Activity - Description							
Additional secondary math sections will be added so there are fewer math students in each math section thereby allowing Math teachers to provide more individualized and differentiated support in order to improve students' academic performance on standardized assessments and in order to reduce the D&F rate..							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Regular Teacher - VACANCY, SBB2529804	0.60000	\$84,350.54	30100-1107	provide more individualized instruction to close the achievement gap		Although D&F rate decreased there is minimal evidence that math academic achievement data showed significant results.	Discontinue
Regular Teacher - Das, Lila	1.00000	\$127,646.22	30106-1107	provide more individualized instruction to close the achievement gap		Although D&F rate decreased there is minimal evidence that math academic achievement data showed significant results.	Discontinue

Strategy/Activity 4: Targeted Tutoring Support

***Strategy/Activity - Description**

Teachers will review their common formative assessments to determine students in need of re-teaching support and offer students that targeted support before, during, and after school.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30106-1157	support targeted tutoring support to increase math proficiency	D&F rate was reduced in core subjects at the middle school level. Minimal evidence of impact at the elementary level but Spring Fast and DEMI results are not yet in.		Continue next year.
Clerical OTBS Hrly	--	--	30100-2451	support targeted tutoring support to increase math proficiency		Not utilized. Funding shifting to support parent engagement with translation services and having the office extended hours during certain periods of the school year to better support parent needs.	Shift funding to parent engagement.
Supplies	--	--	30100-4301	support targeted tutoring support to increase math proficiency	D&F rate was reduced in core subjects at the middle school level. Minimal evidence of impact at the		Continue next year

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>elementary level but Spring Fast and DEMI results are not yet in.</p>		

Goal 4- Supporting English Learners

Strategy/Activity 1: Professional Development

***Strategy/Activity - Description**

Teachers will have planning days (a visiting teacher will take their class) to work with our Instructional Coordinator of Language. The planning sessions will introduce/revisit Benchmark ELD and Amplify ELD. This time will also allow us to look at student growth in the area of language acquisition. Teachers will study each strand and compare how they are supporting the strands' language acquisition. In addition, teachers will revise a current student goal setting form to mirror a teacher-student conference.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	support effective PD plannind and implementation	Teacher feedback surveys indicated that staff appreciated being compensated with		We will continue utilizing this strategy in 2022-23

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					extra duty hours when they were involved in planning and PD outside the school day.	
Supplies	--	--	30100-4301	support effective PD planning and implementation	100% of student eligible to reclassify on the initial ELPAC assessment did.	Continue next year.
Supplies	--	--	30106-4301	support effective PD planning and implementation	100% of student eligible to reclassify on the initial ELPAC assessment did.	Continue next year.

Strategy/Activity 2: Supplemental Materials for ELs

***Strategy/Activity - Description**

Allocate funds to purchase supplementary instructional materials and learning software to support English Learners. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.
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Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Conference Local	--	--	30100-5209	support student language development	Teachers attended a virtual SDCOE dual immersion conference. Provided strategies on how to implement and DLI and support EL students		Continue next year.
Supplies	--	--	30100-4301	support student language development	100% of student eligible to reclassify on the initial ELPAC assessment did.		Continue next year.
Supplies	--	--	30106-4301	support student language development	100% of student eligible to reclassify on the initial ELPAC assessment did.		Continue next year.
Travel Conference	--	--	30100-5207	support student language development		COVID restrictions and the severe visiting teacher shortage did not allow us to participate in conferences that required travel.	Money needs to be shifted to teacher hourly

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1: Professional Development to Support Inclusion

***Strategy/Activity - Description**

The general education teachers will participate in professional development and collaborate with Education Specialists to develop grade-level specific ELA and Math lessons that align with common core state standards but provide adequate differentiation and scaffolded supports to allow students with disabilities to access and engage in the lesson. Educational specialists, in collaboration with the Coordinator of Inclusion, will plan and facilitate professional development for paraeducators who support students with disabilities.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$13,309.00	30100-2151	PD to support successful implementatino of co-teaching model		Not utilized due to COVID and significant staffing shortages	Will reduce amount but try again next year.

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	30106-1157	PD to support successful implementatino of co-teaching model		Academic achievement data for students on IEPs continues to lag behind the rest of the school indicating that additional supports are needed.	Additional PD around co-teaching needed.
Prof&Curriclm DevHrlyClsrmTch r	--	--	30100-1170	PD to support successful implementatino of co-teaching model		Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.

Goal 7 - Family Engagement							
Strategy/Activity 1: Parent Coaching							
*Strategy/Activity - Description							
Will support and meet with parents in providing parent workshops which bridge parents to become self-efficient, improve parent executive functioning skills, and support family finance planning.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Postage		\$2,500.00	30103-5726	support parent trainings, meetings, and workshops	CHKS Parent Survey indicates increase in parents feeling of school connectedness especially since many of our		Increase postage expenditures

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					families have internet connectivity issues.		
Tech Professional OTBS Hrly		\$3,327.25	30100-2455	support parent trainings, meetings, and workshops	CHKS Parent Survey indicates increase in parents feeling of school connectedness as translation support was provided at all meetings		We will expand our community and parent education and outreach in 2022-23
Inservice supplies		\$2,371.00	30103-4304	support parent trainings, meetings, and workshops	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23
Supplies		\$1,000.00	30103-4301	support parent trainings, meetings, and workshops	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23

Actiivity/Strategy 2: Welcoming Environment for Parents

***Strategy/Activity - Description**

LMEC's Instructional Coordinator of Family & Community Engagemetn will work in coordination with site administrators, the counseling team, and office staff to create a transformational parent involvement experience at LMEC. The Family and Community Engagement Instructional Coordinator will work collaboratively to strengthen the home-school relationship with LMEC families and provide strategies on how to support students in class and at home by creating a welcoming environment for families

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on
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Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Interprogram Svcs/Duplicating		\$2,000.00	30100-5721	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23
Classroom PARAS Hrly	--	--	30100-2151	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23
Clerical OTBS Hrly	--	--	30100-2451	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23
Inservice supplies	--	--	30103-4304	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23
Supplies	--	--	30100-4301	create a welcoming	CHKS Parent Survey indicates increase in		We will expand our community and

Logan Memorial Ed Campus

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				environment for families	parents feeling of school connectedness		parent education and outreach in 2022-23
Supplies	--	--	30106-4301	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23
Supplies	--	--	30103-4301	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23

Goal 8- Graduation/Promotion Rate							
Strategy/Activity 3: Targeted Tutoring Interventions							
*Strategy/Activity - Description							
For students with low academic grades targeted tutoring support will be provided.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly	--	--	30100-2151	increase the promotion rate		Not utilized due to significant staffing shortages.	Discontinue
Classroom Teacher Hrly	--	--	30106-1157	increase the promotion rate	Targeted tutoring and Opportunity Wednesday were effective as the D&F rate in core middle		Continue

Logan Memorial Ed Campus SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					school classes declined compared to last year indicating effectiveness.		
Clerical OTBS Hrly	--	--	30100-2451	increase the promotion rate		Not utilized due to significant staffing shortages.	
Interprogram Svcs/Postage	--	--	30103-5726	increase the promotion rate	At risk letters sent home after every progress report. D&F rate in core middle school classes declined compared to last year indicating effectiveness.		Continue

What are my leadership strategies in service of the goals?

SCHOOL NAME: LOGAN MEMORIAL ED CAMPUS

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Professional Development around SEL

***Strategy/Activity - Description**

Provide professional development, instructional coaching, and resources (i.e.instructional materials, curriculum, supplies, software, etc) to support the use of social emotional learning (SEL) lessons and activities in the classroom in order to continue to build a safe, collaborative, and inclusive school culture where all students feel a sense of belonging. This will include a year long PD by Harvard DataWise - Koru Strategies groups around continuous cycle of improvement with an SEL emphasis in order to improve learning outcomes for our students in grades 5-8..

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$35,943.00	09800-1192	help support creation of a safe and inclusive school environment		Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.
Classroom Teacher Hrly		\$23,362.95	09800-1157	help support creation of a safe and inclusive school environment	Teacher feedback surveys indicated that staff appreciated being compensated with extra duty hours when they were involved in planning and PD outside the school day.		We will continue utilizing this strategy in 2022-23

Strategy/Activity 3: System of Justness

***Strategy/Activity - Description**

LMEC will utilize the Montessori aligned System of Justness as our school-wide MTSS system to ensure a true restorative approach to student discipline and to effectively support students' social and emotional well-being so students are ready to learn in the classroom.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	0.50000	\$62,279.90	09800-1210	supports creation of a safe and inclusive school environment	Additional counselor support helped to reduce the suspension rate by 40% when comparing 2022 to 2019 (the last time students were on campus for in person)		No modification will be needed.
Counselor Hrly		\$2,396.20	09800-1260	supports a safe and inclusive school environment	Opportunity Wednesdays and student support groups help lead to a 6.1% suspension rate for 2021-22		No modification.
Strategy/Activity 4: Attendance Support							
*Strategy/Activity - Description							
LMEC will update our NEST attendance monitoring and intervention system used to support students during online learning so that it can effectively support students during in-person learning and support strong daily student attendance rates and reduce the number of chronically absent students.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on

Logan Memorial Ed Campus

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
School Counselor	--	--	09800-1210	will add		Required quarantining due to COVID protocols led to a dip in the attendance rate for 2021-22 with an average daily attendance rate of 86% school-wide.	We will add an attendance resource teacher to better support and focus on improving LMEC's attendance.

Goal 2 - English Language Arts							
Strategy/Activity 1: Montessori Professional Development							
*Strategy/Activity - Description							
Visiting teachers and extra duty pay are essential for classroom teachers to have release time and/or time outside their duty-day to attend Montessori and other professional development trainings and to work on the following to improve ELA instructional practices and accelerate grade-level student literacy: lesson design, lesson studies, cross classroom visits, common assessments, etc							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r		\$21,565.80	09800-1170	Supports implementation of our Montessori intervention to close the achievement gap	100% of Montessori teacher participating in the voluntary summer training indicating that offering to		No modification.

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					compensate them for their time was effective.		
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	supportrs implementation of our Montessori intervention to close the achievement gap		Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.
Strategy/Activity 2: Instructional Support							
*Strategy/Activity - Description							
Allocate funds to purchase instructional materials and learning software. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$343.00	09800-4301	supports implementation of our ELA strategies/interventions to close the achievement gap	Teacher feedback surveys indicated teacher felt they had resources they needed. Academic achievement data for 2021-22 was limited at the time of this review because CAASPP ELA results and Spring FAST results were not in yet.		No modifications

Goal 3 - Mathematics							
Strategy/Activity1: Professional Development							
*Strategy/Activity - Description							
Visiting teachers and extra duty pay are essential for classroom teachers to have release time and/or time outside their duty-day to attend Montessori and other professional development trainings and to work on the following to improve Math instructional practices: lesson design, lesson studies, cross classroom visits, common assessments, etc							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	provide PD to close the achievement gap		Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClstrmTch r	--	--	09800-1170	provide PD to close the achievement gap	Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.
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Strategy/Activity 2: Instructional Supports

*Strategy/Activity - Description

Allocate funds to purchase instructional materials and learning software. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Edmentum, PBL Works materials, etc.), manipulatives, models, and art supplies.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	09800-1157	provide instructional resources necessary to close the achievement gap	Extra duty was offered to provide teachers additional planning time outside the school day. D&F rate in middle school core classes was lower than in 2020-21 which would indicate effectiveness.		With the lack of visiting teachers we will likely expand this option.
Supplies	--	--	09800-4301	provide instructional resources necessary to close the achievement gap	Teacher feedbacks surveys indicated teacher felt they had resources they needed. Academic achievement data for 2021-22 was limited at the time of this review because CAASPP ELA results and Spring FAST results were not in yet.		No modifications

Strategy/Activity 4: Targeted Tutoring Support

***Strategy/Activity - Description**

Teachers will review their common formative assessments to determine students in need of re-teaching support and offer students that targeted support before, during, and after school.

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

Directions:

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

Guiding Questions:

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

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	support targeted tutoring support to increase math proficiency	Extra duty was offered to provide teachers additional planning time outside the school day to meet with coaches from Math Transformations. D&F rate in middle school core classes was lower than in 2020-21 which would indicate effectiveness.		With the lack of visiting teachers we will likely expand this option.

Goal 4- Supporting English Learners

Strategy/Activity 1: Professional Development

***Strategy/Activity - Description**

Teachers will have planning days (a visiting teacher will take their class) to work with our Instructional Coordinator of Language. The planning sessions will introduce/revisit Benchmark ELD and Amplify ELD. This time will also allow us to look at student growth in the area of language acquisition. Teachers will study each strand and compare how they are supporting the strands' language acquisition. In addition, teachers will revise a current student goal setting form to mirror a teacher-student conference.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTch r	--	--	09800-1170	support effective PD plannind and implementation	100% of EL students who were eligible to reclassify did which would		No Modifications

Logan Memorial Ed Campus SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					indicate effectiveness.		
Supplies	--	--	09800-4301	support effective PD planning and implementation	100% of EL students who were eligible to reclassify did which would indicate effectiveness.		No Modifications

Strategy/Activity 2: Supplemental Materials for ELs

***Strategy/Activity - Description**

Allocate funds to purchase supplementary instructional materials and learning software to support English Learners. Preparation of instructional materials is a critical part of teaching and learning to maximize instructional time, provide rigorous personalized learning opportunities, and help close the achievement gap. Instructional materials and software include but are not limited to: books, games, maps, textbooks, notebooks, learning software (i.e. iReady, Achieve 3000, PBL Works materials, etc.), manipulatives, models, and art supplies.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Supplies	--	--	09800-4301	support student language development	100% of EL students who were eligible to reclassify did which would indicate effectiveness.		Will continue into next year.

Strategy/Activity 3: Visiting Teacher

***Strategy/Activity - Description**

Visiting teachers provide significant support through the ELPAC testing process to give students the best environment and opportunity for students to show their language proficiency

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

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Retired NonClsm Tchr Hrly		\$17,971.50	09800-1986	support ELPAC testing	100% of EL students who were eligible to reclassify did which would indicate effectiveness.		None
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Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1: Professional Development to Support Inclusion

***Strategy/Activity - Description**

The general education teachers will participate in professional development and collaborate with Education Specialists to develop grade-level specific ELA and Math lessons that align with common core state standards but provide adequate differentiation and scaffolded supports to allow students with disabilities to access and engage in the lesson. Educational specialists, in collaboration with the Coordinator of Inclusion, will plan and facilitate professional development for paraeducators who support students with disabilities.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	PD to support successful implementation of co-teaching model		Academic achievement data for students on IEPs continues to lag behind the rest of	Additional PD around co-teaching needed.

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						the school indicating that additional supports are needed.	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PD to support successful implementation of co-teaching model		Due to significant visiting teacher shortages we were not able to utilize visiting teachers.	We will look for alternative ways to provide PD besides pull out days.
Prof&Curriclm DevHrlyClsrmTch r	--	--	09800-1170	PD to support successful implementation of co-teaching model		Academic achievement data for students on IEPs continues to lag behind the rest of the school indicating that additional supports are needed.	Additional PD around co-teaching needed.

Goal 7 - Family Engagement							
Actiivity/Strategy 2: Welcoming Environment for Parents							
*Strategy/Activity - Description							
LMEC's Instructional Coordinator of Family & Community Engagemetn will work in coordination with site administrators, the counseling team, and office staff to create a transformational parent involvement experience at LMEC. The Family and Community Engagement Instructional Coordinator will work collaboratively to strengthen the home-school relationship with LMEC families and provide strategies on how to support students in class and at home by creating a welcoming environment for families							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	create a welcoming environment for families	CHKS Parent Survey indicates increase in parents feeling of school connectedness		We will expand our community and parent education and outreach in 2022-23

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Goal 8- Graduation/Promotion Rate							
Strategy/Activity 3: Targeted Tutoring Interventions							
*Strategy/Activity - Description							
For students with low academic grades targeted tutoring support will be provided.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	increase the promotion rate	Targeted tutoring was largely effective as the D&F rate for middle school students decreased in all core academic		Continue next year

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					classes. All 5 th & 8 th graders promoted.		

What are my leadership strategies in service of the goals?