

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2019-20

School: Cedar Lane Elementary School

Principal: Jill Segner

### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature: \_\_\_\_\_

SSC Chair Signature: \_\_\_\_\_

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality in classroom instruction for all students, including support systems which meet the needs of targeted populations.

## Goal 1

Invest in professional development and strengthen the Guiding Coalition to help all staff improve their professional knowledge, competence, skill, and effectiveness. All students will benefit from high quality first instruction. Strategies to reach and teach targeted subgroups will also elevate student academic growth.

## Identified Need

Teachers have spent the last three years expanding their PLC capacity through conferences, workshops, and collaboration. PLC training will be provided to new teaching staff. Ongoing PLC development will continue to foster collaboration to ensure all students succeed. Professional development opportunities will focus on creating a collaborative culture and developing effective teams, sustaining success and increasing student achievement, and aligning resources and time to focus on results. It is apparent and necessary to include PD on trauma-informed care, restorative practices, positive culture and growth mindset, Instruction by Design (Solution Tree), and EL instructional strategies.

All Students and English Learners subgroups increased on the Dashboard ELA academic performance indicator, but our students are still more than 80 points below standard. Socioeconomically disadvantaged students maintained while Students with Disabilities declined. In math, all subgroups maintained or improved, but students are still below standard. Learning is multi-faceted and professional development needs to focus on the whole child in order to create a culture for academic success and improved student achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Growth on State CAASPP assessment	Growth from 1-5%	<p>We were unable to begin State CAASPP testing because of COVID 19 quarantine. However, with Professional Learning Communities, teachers focused on standards, specifically reading, writing, and math, students were showing progress on curriculum assessments.</p> <p>Much of the professional development did not take place due to distance learning. Many conferences were canceled.</p> <p>We did have the Growth Mindset Assembly and it was wonderful to kick off our school year. Many teachers used a Growth Mindset in their classrooms. There were several vinyl posters to remind students to be positive. We</p>

mentioned the Power of Yet often and kept telling students, "You haven't got it - "Yet!"

From September to the beginning of March, the Guiding Coalition was working to improve and sharpen the P.LC process. As well, the EL Task Force was working to standardize EL instruction. The visit from CDE made us address our practice and refine it to help our English Learners.

## Strategies/Activities for Goal 1

### Planned Strategy/Activity

Growth Mindset is used to convince students that they can do it, even if it takes more than one try to complete a task.

Trauma-Informed Care helps teachers realize our students have many struggles that they may not be aware of initially i.e. lack of food, fighting in the home, lack of sleep.

Restorative Justice is a means of alternative methods of behavior modifications besides suspension.

Professional Learning Communities

Professional Learning Communities to foster collaboration to ensure students' success.

The Guiding Coalition provides support, structure, and direction to assist staff in facilitating Professional Learning Communities and transforming practices.

EL Task Force to support the unique learning needs of ELs.

Sacramento County Office of Education

District Office Support

Conferences that support the classroom

School Safety Conferences

### Proposed Expenditures

Title I 30000

Discretionary 3600

Title I Carryover 4000

## Annual Review

**SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

Much of the professional development did not take place due to distance learning. Many conferences were canceled.

We did have the Growth Mindset Assembly and it was wonderful to kick off our school year. Many teachers used a Growth Mindset in their classrooms. There were several vinyl posters to remind students to be positive. We mentioned the Power of Yet often and kept telling students, "You haven't got it - "Yet!"

Ongoing Professional Learning Communities fine-tune the curriculum and assessments. The Guiding Coalition met weekly to discuss current activities, collaboration, and plans to move forward. We consulted Solution Tree with plans for further Professional Development, but the plan designed was more of the same so it was decided to have a Guiding Coalition Book Study.

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

The lack of onsite school created a difference between the intended implementation and expenditures.

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

We will plan more for Distance Learning in the 20-21 school year with a hybrid program. The SPSA will reflect different needs, most likely supplies for students in homes. Budgets will most likely affect overall plans.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

## Goal 2

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

## Identified Need

Students across the board are scoring below standard in ELA and math. All Students and English Learners subgroups increased on the Dashboard ELA academic performance indicator, but our students are still more than 80 points below standard. Socioeconomically disadvantaged students maintained while Students with Disabilities declined. In math, all subgroups maintained or improved, but students are still below standard. Small group instruction allows teachers to direct more focused and intensive instruction with students who haven't mastered concepts.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Growth on State CAASPP assessment	Increase of 1-5%	Due to Covid 19 and Distance Learning, the CAASPP assessment was not administered.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
11 para educators to provide small group intervention under the direction of the teacher and PLC collaborative group. Based on data, para educators support Tier I and Tier II interventions in all grade levels in both ELA and math. Paras serve multi-teacher groups through a flexible delivery model to maximize learning.	Title I 175,000
In today's technology rich educational environment, computers and tablets support scaffold learning and exercises tailored to individual student's abilities. Upgrading computers and tablets to stay current with technology trends is an ongoing endeavor.	Title I 5,141
Student Services Administrator provides the following supports to our students and staff: Monitors student achievement and provides academic counseling	Targeted 10,000
	Targeted 64000

Planned  
Strategy/Activity

Proposed  
Expenditures

Provides motivational assemblies and behavior modification strategies  
Participates in the SST process  
Refers students and families to public agencies for social and medical support  
Monitors student attendance  
Makes home visits when necessary  
Engages the community to support education  
Serves as a Curriculum Coach for core programs and Making Learning Visible  
Participates in the PLC process through collaboration and development of grade level common formative assessments

Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read.

Targeted 7000

Staff member to facilitate technology to make it accessible at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum and technology.

Targeted 2000

Technology for students and staff supports a well-rounded education. Teacher laptops allow teachers to create interactive lessons. Ancillary technology (parts and equipment) supports and protects technology in the classroom.

Targeted 10000

Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as:

Targeted 26,000

Starfall \$70  
Discovery \$2,600  
Brain Pop \$3,350  
Moby Max \$6,000  
Waterford \$8,800  
Vocabulary Spelling City \$1,400  
Motivating System \$1,300  
NewsELA \$4,000  
Evolution Labs \$4,000  
Happy Numbers \$300

Planned  
Strategy/Activity

Proposed  
Expenditures

Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp concepts through a textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.

01 0003 0 1110 1000 5801 105 5299

Targeted 18000

Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as, but not limited to: Renaissance, GLAD Strategies, Read Naturally, and Handwriting Without Tears. Supplementary materials and equipment to enhance the classroom environment and to create complete usage of supplemental programs such as AR and Starfall. Examples include: headphones, materials for supplemental projects, STEM activities and materials, and leveled books.

Targeted 25,268

Targeted Carryover 22,303

Tier 3 after school tutoring. To provide service outside of the scheduled school day, After school tutoring will be provided. Students will be selected by need and will participate in small group instruction for 1-2 days a week. Primary students needing ELA support (Letter ID, reading words, and/or sounds) will be in small groups using a prescribed curriculum such as SIPPS, Explode the Code or Signs for Sounds. Our other focus will be engaging students that are reading with STEAM activities. Groups could be up to 20 with 2 teachers supervising. Site Council determined the Guiding Coalition would determine the guidelines for which students would be served and the curriculum to be used. The Guiding Coalition met and determined more of the same may not make a difference. STEAM activities would be offered to engage students differently. These activities would include reading, writing and math skills along with all the components of STEAM that may apply to that lesson. DIBELS will be used for progress monitoring.

Title I Carryover 52,359

# Annual Review

SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Before the unprecedented school closure and Distance Learning, para educators worked under the supervision of teachers to provide service to students. This service was during scheduled Intervention hour providing What I Need time. (WIN). Teachers used on-going assessments by grade level in order to group students effectively for remediation. Groups are fluid based on the needs of each student. During COVID 19, paras helped with Distance Learning, working with selected students to assist them. Tutoring began but was only in effect a couple of weeks. We did assess students using SIPPS and determined where they fell in the intervention model for afterschool tutoring.

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

Tutoring was not provided for very long due to the COVID 19 pandemic. Supplies were used to provide paperwork for students. As well, we provided take home packs of crayons, pencils, markers, for students to complete the work through Distance Learning. The Staff member for technology needs was not paid because his supplemental was not approved.

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

We may reduce the number of programs used in order to streamline the focus on Reading and Mathematics.



# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## LEA/LCAP Goal

Increase parent, family, and community involvement in the education of all students.

## Goal 3

Increase parent, family, and community involvement in the education of all students.

## Identified Need

Increase family engagement to involve more parents and create a culture of widespread family and community support. Cedar Lane and parents working together will improve learning and development of children. When parents are involved in their child's education the results are powerful. Students earn higher grades, attend school more regularly, remain in school longer, have positive perceptions of school, and have better social skills.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase parent involvement (number of parents/opportunities for involvement)	30+ parents and 30 opportunities	We have multiple opportunities for parents to meet .1. Monthly meetings for parents supported by our Preschool Liaison. This year some topics included vaping and gang awareness. 2. Schoolwide Reading Night 3. Christmas Craft night 4. ELAC meetings (2 this year) 5. School Carnival. Dancing performance. Time was cut short due to COVID 19..
Repair Marquee	Repair.	We did not repair.
Add a Smartboard and short throw projector in the Parent Center	Installation of both	Ordered. Was not received.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Increase the number of family engagement activities on campus and provide child care so parents are able to attend. Explore options for offering community college and mental health classes on campus.	Title I Parent Involvement 2659
Increase home to school communication to encourage	Discretionary 3000
	Title I Carryover 6000

family engagement participation. Provide for presentations with a Smartboard and short throw projector. This room is used for many events and the Smartboard and projector would update the facility.

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

There were more activities for parents this year. The themed nights were engaging and parents and students seemed to enjoy them. Unfortunately, not all teachers want or were able to participate.

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

COVID 19 put a wrench in the works. It may continue to do so. We will plan as best we can to continue on our journey in order to continue our growth of parental participation.

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

There will be no changes for 20-21 except to continue growing our afterschool and evening events to increase parental participation.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

## Goal 4

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

## Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learners at Cedar Lane will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2019-20 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Textbook Availability	100%	Our school year was shortened by COVID19. We were unable to administer the annual ELPAC. However, teachers appreciated the hands on books instead of the digital version.
Adequate Facilities	100%	
Correctly Assigned Teachers	100%	
(Subject Areas and EL Authorizations)	EL Yellow	
Overall CAASPP (ELA) Grades 3-8 and 11	EL Yellow	
Overall CAASPP (Math) Grades 3-8 and 11	4% (8)	
Overall ELPAC Level 1	17% (34)	
Overall ELPAC Level 2	27% (54)	
Overall ELPAC Level 3	36% (72)	
Overall ELPAC Level 4	16% (32)	
Reclassification	Maintain or Improve	
Chronic Absenteeism	Green or Blue	
Suspension Rate	Decline	
	Green or Blue	

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
Supplemental workbooks provide a companion to the Wonders ELD curriculum. Reading Wonders Expandable and Bridge Worktext for K-6 EL students	Title I 3000

will be purchased. Wonders for English Learners offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.

## Annual Review

**SPSA Year Reviewed: 2019-20**

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

### ANALYSIS

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

Implementation of the use of the ELD program was welcome by the teachers and students. Using the digital version was not successful, especially in the primary classrooms.

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

One only wishes we had an entire year with our students to implement the EL instruction.

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

The school will have to purchase books for all EL students as the District purchased the digital version.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## LEA/LCAP Goal

Increase Student Achievement

## Goal 5

Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in education to engage students in their individual learning experience. Ipad covers. Bulbs for short throws. Printers computer cart

## Identified Need

Updating technology in order to use the current programs and to increase keyboardings skills

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
1-1 computers in 2nd-6th grades w gradesith computers 1-1 with Ipads in K-1st	increase of Ipads/	No purchase. We did not purchase due to when the COVID 19 Pandemic hit. We know now we will need to purchase more chromebooks as the ipads cannot go home.

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Proposed Expenditures
Purchase new Ipads to increase total number or replace 1st generation Ipads.	Targeted

## Annual Review

SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

This was not implemented due to the 2020 COVID 19 Pandemic.

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

COVID 19

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

We will need to make early purchases for k-1st to support distance learning.

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2019-20

School: Foothill Intermediate School

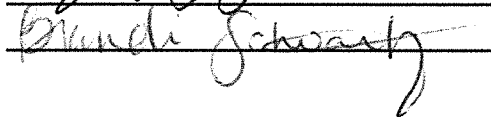
Principal: Kathleen Hansen

### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on . 9/22/20

Principal's Signature:  \_\_\_\_\_

SSC Chair Signature:  \_\_\_\_\_

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

## Goal 1

ELA and Math performance levels will improve by 3%

## Identified Need

In ELA, 19.7% of students are not yet demonstrating mastery as measured by the CAASPP. In math, 29.3% are below proficient.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	ELA = 83%. Math = 74%	Unable to assess due to suspension of CAASPP testing 19-20

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Academic Student Support Specialist services (3.5 hrs/day x 5 days/wk) will provide struggling learners with guidance and support to increase success in the classroom. The Student Support Specialist will meet with both small groups and individuals to monitor progress and achievement in core academic subjects. Student Support Specialist will also assist students with organization strategies and study skills	Title I 7,106
Core academic classes will be supported by a Literacy Resource Technician (LRT). The primary responsibility will be to provide a structure whereby struggling learners receive extra assistance. In addition, the LRT will assist students in the following ways: reading to students, assisting with appropriate library book selections, assisting students develop research skills, supporting ELA Common Core standards instruction, monitoring student progress on Accelerated Reader (and providing reports to teachers), and providing technology support.	Targeted 18,852



Planned Strategy/Activity	Proposed Expenditures
Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.	Title I 6,383
Provide technology supplies and components which complement and support the implementation of our core instruction. We will ensure that every classroom has up-to-date technology tools. Teachers will use this to provide support and interventions in customized, small group instruction for students performing below grade level.	Title I 28,438
Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials, supplies and/or programs to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials/programs purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject.	Title I Carryover 17,736
Provide ongoing professional development for our staff to advance their learning and professional practice. Specifics include opportunities for advanced PLC learning. In house trainings will also be provided by staff in the areas of English Learner strategies and technology. Two teachers will be compensated their hourly rate for providing EL and tech support to ensure student success.	Title I 1,016
Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of core textbooks. Teachers will utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning experience for struggling learners The purchase allows for the introduction of multiple methods to reach students.	Title I 9,032
Provide organizational planners and locker organizers to support student success through effective organization of textbooks, binders.class notes, homework, assignments, test dates, etc.	Targeted Carryover 4954
	Targeted 13,482
	Targeted 1,954

## Annual Review

## **SPSA Year Reviewed: 2019-20**

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

### **ANALYSIS**

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

While effectiveness of these strategies/activities could not be measured by the CAASPP, as planned, we do have other indicators that can be used. This year, our Student Support Specialist contributed significantly to improved grades for students. Using 8th graders as one example, we saw an improvement in the graduation rate (based on a 2.0 or higher g.p.a. This year, with the assistance of a Student Support Specialist, we had a 98% graduation rate. This represents the highest promotion rate for our school in the last ten years. The SSP's role was to target under-performing students to provide both individualized and small group intervention support in their classes.

Our Literacy Resource Technician played a vital role in helping us achieve this goal, as well. Students reported that having access to our school library before school and at all recesses was often the only place, out side of the classroom, where they had a conducive place to study and receive extra help for academic demands. Teachers collaborated daily with the LRT to identify students in need of support, provide topics and assignments that they were working on, and offer suggestions for how the LRT could best help fill in 'gaps' in students' progress. Evidence of the success of our LRT's work could be seen in the number of students who flocked to the library during our FLEX intervention time. So needed was this service to students that we had to develop a system to prevent overcrowding in the library. The LRT also ensured a wide and diverse selection of high interest fiction and Informational Texts were available to students. One indicator of the effectiveness of this work can be found in the number of books accessed (and tested on) by students this year. This year, our circulation rate was 14,850 books for only 230 students. This is noteworthy given it is just slightly below last year's circulation in spite of experiencing school closures the entirety of 4th quarter.

Another strategy we analyze in measuring student achievement was technology. Student access to digital learning platforms saw its biggest increase in ten years. Much of this was due to the forced transition to Distance Learning during school closures. Our school was able to insure that 100% of our students had access to Chromebooks so that access to instruction and learning was not interrupted. Teachers who were in need up upgraded devices so that Zoom, video lessons, educational apps, etc. could be used were provided the technology they needed. It is difficult to quantify, in isolation of other strategies, the precise impact these technology expenditures had on student achievement. We believe, however, it contributed greatly to students' ability to maintain and enrich their connections to instruction and learning. This was evidenced by an average of 95% engagement during distance learning.

Supplemental materials, and often the copiers needed to create these, were mainly used to support students in need of additional and/or differentiated materials to fill in gaps learning gaps that the core curriculum could not provide. Teachers have analyzed the essential standards for their subject areas. They have compared this to the adopted curriculum they use. Supplemental materials are then copied/used to promote higher levels of academic achievement. The strongest measure of the effectiveness of this practice is to look at promotion rates, as mentioned above. While we didn't

have CAASPP results to measure effectiveness of this strategy, students' improved grades and teachers' positive feedback about availability are other strong indicators.

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

Our Student Support Specialist resigned midyear to accept another position in the district. We were unable to find a qualified replacement, thereby leaving the position vacant for the second semester. The support she was providing to at-risk students transferred to the responsibility of our counselor. While we were able to continue providing academic support to students, there was a significant decrease in our ability to provide needed SEL services by our counselor to other students in need. The second semester funding intended for the SSP was moved to the technology strategy. Our Site Council voted unanimously to spend these funds to upgrade aging Chromebooks.

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

The upcoming SPSA will have goals broken into smaller segments so that we can more precisely analyze subgroups' performance. In addition, we will be identifying additional metrics/indicators by which to measure the effectiveness of the strategies.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## LEA/LCAP Goal

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

## Goal 2

Implement a school-wide attendance, discipline and academic support program

## Identified Need

Significant demand for social/emotional/academic support as demonstrated by referrals to site counselor. 2018-19 was our first year with this service. Corrective action plans need to be in place as an alternative to suspension. College and career planning needs to be integrated to help students set goals and see relevance for their studies.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension rates, attendance rates, promotion rates	Improve attendance by 2%, Decrease suspension by 2%, Increase promotion rates by 2%	All expected outcomes met: Attendance improved by 2% (95.8% to 97.7), Suspension rates decreased by 3%. Promotion rates improved by 3% (from 95% to 98%)

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Implementation of a school-wide system for Positive Behavior Intervention and Supports (PBIS) creates a culture in which students can maximize their learning. The SWIS program monitors student behavior to provide data and drive improvement efforts. Students learn and are frequently recognized for behaviors that promote a safe, kind and responsible learning environment for all. Classroom instruction, school-wide assemblies and individual conferences are all a part of integrating our school's expectations. As part of a research-based system of PBIS, students are recognized daily, weekly and monthly for their positive accomplishments in maintaining an effective learning environment for all.	Targeted 350
Provide programs/supplies which support the social/emotional/behavioral needs of our students.	Targeted 714
	Title I 3,000

Planned  
Strategy/Activity

Proposed  
Expenditures

This includes counseling supplies and Intervention 360 online resource.

Recognition and encouragement of students' attendance and academic accomplishments promotes continued success. This includes awards, assemblies, printing costs and related supplies.

Professional development opportunities for support staff (LRT, Student Support Specialist, Counselor)

Targeted 1,500

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

The implementation of this year's strategies/activities resulted in success in meeting expected outcomes in ALL areas: Attendance improved by 2%, suspension rates decreased by 3%, and promotion rates improved by 3%. Student recognition assemblies/awards and increased attention to our PBIS program are key factors in seeing these improvements.

This year, our counseling department implemented an Intervention 360 program for our students. This program proved to be a successful alternative to suspension for disciplinary issues. Students engaged in online learning modules which offered opportunities for them to think and reflect on more positive decision-making skills regarding their behavior. During this past school year, we had 65 students referred to an Intervention module. Our 3% decrease in suspensions is a strong indicator of this program' success.

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

There were no significant changes made between intended implementation and our budget expenditures.

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

Based on improved results in all areas of this goal, we plan to continue current activities and strategies into next year's plan.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## LEA/LCAP Goal

Increase parent, family, and community involvement in the education of all students.

## Goal 3

Ensure all parents are frequently informed of their student's academic performance and included in all school events

## Identified Need

Parent partnerships are vital to our school's success. Ongoing communication and involvement is needed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent participation and communication rates	Increases based on next year's baseline	Baseline = 230 newsletters copied monthly for parents.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Auto-dialer, newsletter printing costs	Title I Parent Involvement 673

## Annual Review

**SPSA Year Reviewed: 2019-20**

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

## ANALYSIS

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

This past year proved to be the most important in terms of parent communication. Our school lost over 2 week of school in October due to PGE shut downs. Then we lost almost 3 months of school due to Covi 19 school closures. Keeping our families engaged through direct phone calls, Aeries communications and emails was critical.

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

One of the major differences in our budget expenditures for this goal, is that we no longer fund an auto-dialer. We now use our district's Aeries communications platform. The existing funds in this category were spent on monthly newsletters copies.

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

With only \$673 allocated to parent involvement, we must rely on a myriad of other sources to maintain outreach to our parents. This PI money is often included with other funding sources to (lottery) to support our efforts. The PI money is mostly just used for newsletter copy costs.