

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

School: Arboga Elementary School

Principal: Eric Preston

### 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 5-27-2021.

Principal's Signature:



SSC Chair Signature:



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# Annual Review and Update

PSA Year Reviewed: 2020-21

## 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 the targeted population.

## Goal 1

To provide Arboga students with high quality first instruction, ensure Arboga teachers participate in the collaborative PLC Process, and that appropriate support systems are in place to meet the academic needs of all Arboga students.

## Identified Need

2019-2020 was a strange year with school closures and suspension of testing because of COVID-19 and add into the equation a new principal on site and the identified needs become less clear, aside from the fact that there is always room for growth in regards to student academics.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	85+ percent of students will show growth equivalent to one year by end of the year assessments.	The final screening window has not closed as of the time of this review, so results are not as accurate as they will be after this evaluation is due; however, the results do not meet our expectations. Using STAR Reading, 77.9% of our students 2-6 who have at least two screening scores remained in the same district benchmark level or showed gains. 54.4% of the students remained in the same level; 2% gained one level; 3% gained two levels and 16% gained three levels. In STAR Math, 71.2% of our students 3-6 who have at least two screening scores remained in the same district benchmark level or showed gains. 56% of the students remained in the same level; 0.5% gained one level; 4.5% gained two levels and 10.1% gained three levels. For next year, we will need to revise the metrics as what we are looking at isn't exactly what we wanted to see.
Grade level created common formative assessments based on grade level essential standards.	Students will master the grade level essential standards.	This year with the bulk of instruction through distance learning, many of the grade level common formative assessments were not given. Teachers relied instead on the above screeners, the supplemental diagnostics and reports through Lexia and IXL. In an



Assessments/Growth from Supplemental Materials/Resources such as Lexia, Moby Max, etc.

Students will show growth towards mastery of grade level essential standards.

anecdotal view, surprisingly more students grew than were expected to based on the difficulties experienced with distance learning.

Our site utilized two different programs this year for supplemental and independent student work. Lexia was used for ELA and IXL was used for Math. Not every student took advantage of the opportunity, although all were offered and encouraged to do so, with teachers even going so far as requiring so many minutes a day as a part of their classwork. Nevertheless, only 319 of 389 current K-5 students actually logged in and did work at some point throughout the year. Results were fantastic at the primary grades, but not so good in the upper grades. In Kindergarten, we began with 17% of students below grade level and currently have 2%; we began with 83% in grade level material and currently have 55%; we began with 0% above grade level and currently have 43%. In 1st grade, we began with 66% of students below grade level and currently have 23%; we began with 34% in grade level material and currently have 25%; we began with 0% above grade level and currently have 19%. In 2nd grade, we began with 57% students below grade level and currently have 37%; we began with 43% working in grade level material and currently have 39%; we began with 0% above grade level and currently have 24%. In 3rd grade, we began with 69% of students below grade level and currently have 49%; we began with 29% working in grade level material and currently have 39%; we began with 1% working above grade level and currently have 13%. The shift becomes apparent here in 4th and 5th grades. 4th grade began the year with 71% of students working below grade level and currently has 64%; we began the year with 25% working in grade level material and currently have 25%; we began the year with 4% working above grade level and currently have 11%. 5th grade began the year with 76% of students working below grade level material and currently has 74%; we began with 24% working in grade level material and currently have 24%; we began the year with 0% working above grade level and currently have 2%. Somehow the way we use Lexia in the upper grades or deliver it to students needs to change in order to see better results. Additionally,

Lexia offers us a predictor of the likelihood that students will meet end of year, grade level benchmarks. 42% of Kindergarteners are on target; 25% of 1st graders are on target; 23% of 2nd graders are on target; 19% of 3rd graders are on target; 11% of 4th graders are on target; 2% of 5th graders are on target. We utilize a different portion of Lexia (PowerUp) for 6th grade, so the measurements are different. 43 of the 65 6th graders have data in the system, reflecting that 30% of them are in the Foundational (K-2) level in Word Study, 29% are at that level in Grammar and 21% are at that level in Comprehension. 54% are at the Intermediate (3-5) level in Word Study, 64% are at that level in Grammar and 58% are at that level in Comprehension. Finally, 16% are at the Advanced (6-8) level in Word Study, 7% are at that level in Grammar and 21% are at that level in Comprehension.

IXL is the math supplemental program and we know that it is helping students, but we are still learning how to pull and interpret the data in such a way that it doesn't take multiple hours to analyze. What we do have is that as of 10:10 a.m. on May 13, 2021, our students K-6 have answered a total of 511,602 questions, have practiced 15,714 skills, are proficient with 9,998 skills and have mastered 8,544 skills. A slightly deeper dive tells us that Kindergarten students have answered 24,060 questions, have practiced 1,142 skills, are proficient with 802 skills and have mastered 714 skills. 1st grade students have answered 29,754 questions, have practiced 1,211 skills, are proficient with 787 skills and have mastered 674 skills. 2nd grade students have answered 55,243 questions, have practiced 2,225 skills, are proficient with 1,630 skills and have mastered 1,436 skills. 3rd grade students have answered 149,641 questions, have practiced 3,296 skills, are proficient with 2,059 skills and have mastered 1,742 skills. 4th grade students have answered 58,704 questions, have practiced 1,938 skills, are proficient with 1,217 skills and have mastered 1,069 skills. 5th grade students have answered 97,257 questions, have practiced 2,996 skills, are proficient with 1,942 skills and have mastered 1,668 skills. Finally, 6th grade students have answered 95,070

		<p>questions, have practiced 2,906 skills, are proficient with 1,561 skills and have mastered 1,241 skills.</p> <p>Both Lexia and IXL will be available to all of our students all summer long and will be used in our three week in-person Summer Bridge program this summer. Lexia will continue to be funded by the district and the site will continue to fund IXL.</p>
ELPAC Testing	We will move to 78% of ELs in Levels 3 & 4.	We did not meet this goal based on our ELPAC data. We do have 61% of our EL students at levels 3 & 4, with 37% at level 2 and 2% at level 1. With the district's most recent FPM findings about our lack of a district wide EL Program/Plan, there are already changes being made at the district level that will help us at the site level for next year.
California Dashboard Data in ELA and Math	We will see an overall increase in students meeting or exceeding ELA and Math proficiency of 5%.	There is no change because we have now gone two years without new data.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
1.1 ELA and Math instruction will be supported by implementing strategic intervention times for all students. Para-educators will work with certificated teachers and other site staff to provide interventions and enrichments based on what students need.	<p>Title I 47,525</p> <p>Title I Carryover 11,043</p>
1.2 We will continue to provide professional development for staff focusing on collaboration of certificated and classified members for the benefit of student learning. This will be accomplished with on-site PD, meetings, workshops, conferences, release time, summer planning and collaboration.	<p>Title I Carryover 8,000</p> <p>Targeted Carryover 3,000</p>
1.3 Purchase and replace instructional technology that will assist teachers in delivery of curriculum and strategies for increasing student achievement.	<p>Title I 2,308</p> <p>Targeted 4,000</p> <p>Title I Carryover 10,692</p> <p>Targeted Carryover 4,000</p>
1.4 Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copiers to support learning that compliments and supports core curriculum. Make content more relevant and vary and improve core strategies.	<p>Targeted 15,000</p> <p>Targeted Carryover 4,000</p>

Planned  
Strategy/Activity

Proposed  
Expenditures

1.5 We will supplement the 2 hour Literary Resource technician position paid through district LCAP funds to make it a 3.75 hour position. The LRT will be responsible for all functions of the school library. We will also provide a Supplemental Contract for the LRT to assist with IT issues on site so that they can be remedied quickly and cause minimal disruption to student learning.

Targeted 10,000

Targeted Carryover 4,179.00

1.6 Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent community and focusing on our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of good communication between school and home in supporting student academic success.

Targeted 16,392

1.7 Continue the supplemental contracts for several online programs, such as Raz Kids for K-2 and 1 3rd grade group, Reading A to Z for K-2, Adventure to Fitness for K-6. Continue MobyMax and Lexia Reading school-wide and possibly one or two other online supplemental programs.

Targeted 2,000

Targeted Carryover 2,000

1.8 We will provide supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, art supplies, etc.

Targeted 11,778

Title I Carryover 3,229.00

1.9 Provide highly engaging books and literary resources to supplement the library. This will motivate students to read more, resulting in improved ELA skills and test scores.

Targeted 6,000

Title I Carryover 4,000

Targeted Carryover 2,000

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Not to beat a dead horse, but given the fact that the bulk of instruction this year was delivered through distance learning, it is difficult to assess as accurately the effectiveness of certain strategies that aren't ideally suited for distance learning or that we weren't as equipped to handle (but have since learned how to do better). Utilizing para-educators (1.1) became an opportunity for small group Zooms and in some classes, an opportunity for an adult to monitor students accessing supplemental programs. Unfortunately, given that our allocations for next year will be smaller and

we won't have near the carryover monies available, we have elected to eliminate all site funded para-educators, knowing that there are some CARES Act requirements for para-educators to be funded through that pot of money, so we shouldn't actually lose the service. Professional Development (1.2) became increasingly important and we are expensing money on training seven teachers in the Orton-Gillingham method of Phonics, designed for dyslexic students, but good for all. We also used some monies here for some grade level trainings, some book studies on phonics, and possibly on some planning for interventions for next year based on this year's success/failures. Instructional Technology (1.3) will always be an effective strategy as we have scrambled to reach and maintain a 1 to 1 student to device ratio, while also maintaining and improving each classroom teacher's ability to display work (SmartBoards, Projectors, Document Cameras, etc.) for greater student accessibility. Maintaining our copier contract and purchasing paper (1.4) to provide interventions and enrichments are essential to student success, as they increase student engagement. Funding a Literary Resource Technician (1.5) to run the site library and keep students connected to books they want to read is a highly effective strategy. Funding a Bilingual Family Liaison (1.6) when we have 34.5% of our students as EL students, with the majority of them being Spanish speakers, provides parents greater access to help their students and to bridge the gap between them and the school process. Funding and maintaining online supplemental resources (1.7), such as IXL, RAZ Kids, RAZ Learning A to Z, that allow students to access skills, concepts and standards, and also to plug deficits so that they are better able to learn grade level curriculum and standards definitely supports meeting student academic needs. Providing classes supplemental materials (1.8) to assist with student learning, making learning more fun, meeting student needs, etc. is always a good expenditure, as long as it has a specific purpose. Finally, refreshing the library collection (1.9) so that students have access to books that are relevant to them today is most definitely an example of supporting student academic needs as it allows students to follow book series, find new titles, etc. that help with reading fluency and comprehension.

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 two largest differences this year occurred in para-educators (1.1) and in the Literary Resource Technician (LRT) (1.5). Normally, para-educators are used in a K-3 intervention program that mixes students and provides them direct instruction/practice through a phonics based progression and in a 4-6 intervention program that is more grade level and skill based. Because we could not mix students this year in-person, it made this an impossible task. Instead, we created several different schedules throughout the year to allow the para-educators to provide time to each classroom's distance learners and then also for grade level interventions. How teachers used them varied, but they were always interacting directly with students through Zoom or Google Meets. Again, with the inability to mix students and with a scarcity of space on campus to allow for the para-educators to work from, our Library was closed to students, but this didn't stop our LRT from creating a way for students to check out books or from soliciting their opinions on which books to add to the library collection.

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 be looking more closely at the metrics more than anything as we want to ensure that the data we want to use to justify or alter our strategies/activities matches. It's always difficult to compare apples and oranges, so clearly delineating our metrics and aligning them to our expected outcomes should solve this.

# Annual Review and Update

PSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

## Goal 2

To provide Arboga students with an understanding learning environment with clear expectations and processes in place to help them meet their expectations.

## Identified Need

Social Emotional Learning and Counseling will be huge needs for our school after the 2019-2020 school year and as we open the 2020-2021 school year distance learning. We will be funding a 7 hour Student Support Specialist who will spearhead PBIS and district LCAP funding allows for a twice a week counselor on-site, so we will be coordinating their services along with the PBIS Committee to continue the positive climate here on campus.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
AERIES incidents, referrals and suspensions.	Decreased suspension and referral rates (Suspensions went from 120 in 17-18 to 31 in 18-19 and 27 in 19-20).	No data as we were only in person for approximately 6 weeks of school.
Attendance	Increased attendance (96.4% in 18-19 and 96.5% in 19-20) Decrease chronically absent students (21 students in 2018-2019 and 22 in 2019-2020)	Comparing attendance is comparing apples and oranges as the bulk of the year we were on distance learning and when we did return, it was to a hybrid model with approximately 30% of our students remaining on distance learning.
Student Recognition	A higher percentage and more diverse group of students will be recognized for academic, PBIS, Attendance, Leadership, etc. awards.	This goal was accomplished. We were able to recognize Cougars of the Week, make house calls, feature students in our weekly Cougar Video and Slideshow. We also increased the type and number of classroom awards each room could issue per trimester.
Staff and Student Surveys	A higher percentage of students will report feeling more physically and emotionally safe at the end of the 2020-2021 school year than they did at the beginning and staff will report greater connections with students.	This was not even addressed this year as we were on distance learning the bulk of the year.
Student participation in groups, clubs, Cougar Kids, etc. with Student Support Specialist (PBIS)	More students will be run through groups and will participate in clubs and Cougar Kids.	Numbers were about the same as the prior year, but that is good considering we were on distance learning most of the

year. Students participated in Sign Language Club, Sports Club, Newspaper Club and Kindness Projects. This is encouraging for next year where the plan is to return to 5 day full time in-person learning.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 We will provide a 7 hour Elementary Student Support Specialist position to work with students on behavioral issues, to run/coordinate groups with students, to work with families of students, and to work with the Counselor, Principal, School Psychologist and PBIS Committee in serving student needs. We will also provide a 3.75 hour Elementary Student Support Specialist to work with teachers, office staff, students and parents through distance learning, helping with daily engagement, supporting students, making sure students are attending Zoom/Google Meets, they are receiving daily contacts, working with technology, Google Classrooms, etc.	Title I 71,017.00
2.2 Provide alternatives to suspension and time spent out of the classroom. Maximize instructional time by improving interventions and opportunities to improve behavior. This will be accomplished through the aforementioned Elementary Student Support Position and the use of Evolution Labs Suite 360.	Targeted 3,000.00
2.3 Facilitate awards assemblies which invite parent and community members to recognize students for academic achievement, behavior, citizenship, attitude, attendance, leadership, as well as celebrate shared responsibility for student success.	

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

We did an amazing job keeping the school community connected through the weekly Cougar videos and slideshows. The next step is to try to get more people to engage.

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 attendance and discipline goals were rendered moot this year, but it gave us time and opportunity to reflect on and work with some of our more challenging cases.

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.

Next year, when we are back in full swing, our metrics should work.



# Annual Review and Update

PSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

## Goal 3

Increase and improve parent, family and community involvement at Arboga Elementary School.

## Identified Need

Although Arboga Elementary has long been known for its higher level of parent involvement, the demographic has changed over the past ten years and some of that involvement is waning. In an effort to maintain the current level, at a minimum, and ideally, to increase it, we need to continue running the Volunteer Trainings for parents and community members who want to volunteer either in the classroom or on field trips. We may investigate running Saturday Schools for discipline and attendance that will have a parent component where we cover the importance of attendance, good behavior, ways that families can work with us in helping their children learn and grow, and introduce some Social Emotional Learning that they can work on at home with their child(ren).

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Volunteer Trainings	We hope that we will get at least 50 parents to participate in the Volunteer Trainings.	Unfortunately, because of schools being closed to students and parents the bulk of the year, this was rendered moot.
Saturday School Parent Component	We hope that we will have at least 25 families attend this component throughout the 2020-2021 school year (planning to offer once a month beginning in October for a total of 8-10 sessions).	See above.
Parent Surveys	We hope that more parents will complete the district end of the year survey and that we will have at least 100 parents complete the site survey. We also hope to have more interaction with parents through daily use of the Parent Institute Daily Tips on either Facebook or the school website.	Parents were frustrated with the amount of information they were receiving from the site and the district level, so we backed off on some things we would have liked to have sent.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
3.1 We will increase positive communications with parents, families and community by utilizing the Parent Institute Daily Tips on either our school Facebook page or the school website and will increase our usage of one or both mediums to drive communication.	Title I Parent Involvement 900.00 Title I Carryover 1,100.00
3.2 We will increase student engagement/involvement and parent connection by having a student created newsletter/newspaper monthly and will copy it and send it home to parents.	Title I Parent Involvement 581.00

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy 2.1 was not effective. There were easier ways to communicate with parents than the school webpage and the school Facebook was converted two years ago into a community page run by the PTSO, so we do not utilize it to post anything. We were posting the Parent Institute Daily Tips on the school webpage for awhile, but it became cumbersome and wasn't looked at by the community enough to warrant continued usage.

Strategy 2.2 was highly effective. We utilized students from the Cougar Kids newspaper club to create the Cougar Report, a completely student written newsletter that the school community really enjoyed. It provided students an opportunity to go into the greater community to interview business owners and also to interview students and staff on site. Students, parents and staff alike enjoyed the newsletter. We plan on continuing it next school year and envision it growing as we transition in two years to a TK-8 school.

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

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 not be continuing the Parent Institute Daily Tips next year.

# Annual Review and Update

PSA Year Reviewed: 2020-21

## 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 the targeted population.

## Goal 4

Mitigate learning loss from the end of the 2019-20 and the bulk of 2020-21 school years for targeted learners, especially those students in grades K-2 learning foundational literacy skills.

## Identified Need

Based on teacher assessments and district assessments, we have noticed that many of our students are not showing academic growth like they have in "normal" years, so we are looking to provide a "Summer Bridge" program to help bring those measurable levels of learning up to more typical numbers.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Kindergarten assessments for letter and sound recognition, basic phonics, sight word recognition, writing and reading.	By the end of the three week program, we hope that all participating Kindergarteners will show growth and that at least 50% of them will have mastery of letter and sound recognition and will know at least 30 sight words.	This can't be measured until July 2, 2021.
For grades 1 and above, we will use grade level created and curricular assessments, as well as Universal Screeners (STAR Reading and other district utilized assessments).	By the end of the three week program, we hope that all participating students 1st and up will show growth of at least one month on assessments and that at least 50% of them will have approximately two months growth.	This can't be measured until July 2, 2021.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
We will be offering a three week in person Summer Bridge intervention where students will receive direct and small group instruction 3.5 hours a day. We will hire a combination of teachers and instructional assistants to provide the intervention. We will provide the supplies, resources and curriculum.	Title I Carryover 12,979.00 Targeted 2,000

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

TBD

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

TBD

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.

TBD

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

School: Cordua Elementary School

Principal: Heather Strickland

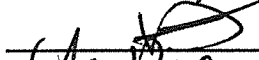
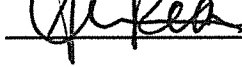
### School Site Council Certification

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 5/26/2021.

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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 1

All students will make progress toward proficiency of the Common Core State Standards for their grade level as evidenced through improved test scores from both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth will occur of 5% or more.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR AR and Math test results/ CAASPP Data when available	Growth of 5% or more in both ELA and Math.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
ELA and Math instruction will be supported using one 3.5 hour paraeducator to provide specific intervention with students for support in combination classes as well as within the school day intervention. This year the paraeducator will focus time in two combination classes, 3/4 and 4/5.	Title I 14582.81
Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Targeted Carryover 340 Targeted 1985.15
Provide technology components, and supplies to support and compliment the implementation of the district adopted ELA and math curriculum and supplementary curriculum via the Smartboard and ELMO. This will support the CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. Technology becomes crucial during distance learning	Title I Carryover 9891.00

Planned  
Strategy/Activity

Proposed  
Expenditures

mandated during the COVID-19 Pandemic. This funding source will allow for updated chromebooks and supplies.

Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS; allowing teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math, Science and History.

Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on campus. Articulation releases teachers to meet as a grade level during the school day. Substitute costs are also included to make the professional development and growth possible for classroom teachers.

Literacy Resource Technician: Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA and CCSS, monitoring students progress on AR, and providing technology support and keyboarding skills.

Provide technology components, contracts and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning programs and Waterford or comparable programs to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of CCSS

Title I 8834.19

Targeted 9650.85

Targeted

Planned  
Strategy/Activity

Proposed  
Expenditures

as well as vary instructional strategies and provide equitable educational opportunities for all students.

Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.

Targeted 2745

Provide highly engaging books and resources to supplement the Library. This will motivate students to read, and as a result improve ELA skills and test scores will reflect this.

Targeted 1600

Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance as well as celebrate shared responsibility for student success.

Targeted 400

Provide for alternatives to suspension and time spent in the office in order to maximize instructional time in the classroom for success in CCSS, this includes a contract for Evolution Labs Suite 360..

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Cordua Elementary School used these funds to employ both a para-educator and a Library Resource Technician (LRT). The LRT worked throughout our distance education (due to the COVID 19 Pandemic) to motivate students in their reading goals and to help establish a connection to the school while students were at home learning. More than 141 books have been checked out to students. Monies were also spent to purchase new and highly engaging books for the library in order to promote reading and improve ELA scores for interim and summative testing. Cordua's LRT created a library google classroom for students to visit and to help promote our Accelerated Reading Program. As of this date, there are more than half of Cordua students meeting their AR goal for the big end of year incentive.

The para-educator worked primarily in our 3/4th grade combination class as well as our 4/5th combination class. While we were on distance learning, she was able to help provide additional resources and one on one time via zoom with students that were struggling to connect and engage during distance learning.



Some funds were allocated for before and afterschool tutoring that were not able to be fulfilled due to the distance learning model being in place for most of the school year.

Funds allocated to vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and common core standards were nearly half spent as of 5/20/21 (\$3118.90) on many enriching materials for students such as volcano and mission projects etc.

Many technology items were funded through CARES act money, which allowed us to use our budget for items needed such as technology carts for classrooms.

Covid-19 did have some effect on how we were able to implement some of these funding sources as noted above.

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 some differences between intended implementation and the budgeted expenditures that are a direct result of the COVID 19 Pandemic and the distance learning model adopted by the district. Where the LRT would have been able to provide more focused in person library time and put energy towards our goal of a school wide Accelerated Reader (AR) Program, most interaction was required to be done virtually. In addition, things that were budgeted such as assemblies, and alternatives to suspension became moot due to the distance learning model.

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.

Next school year's SPSA will reflect changes in regards to more money budgeted towards after school and hopefully within the school day tutoring and intervention, funds allocated towards a school wide AR program, and PD to help provide strategies to mitigate learning loss.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See Goal #1).

## Identified Need

Chronic absenteeism continues to be an issue that Cordua school struggles with as indicated by the CDE dashboard. Referral and suspension rates also rose from last year as compared to the year prior.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Referrals/suspensions/attendance percentages	Decrease in chronic absenteeism by 2%. Decrease in suspension rate.	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, PE, technology and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with CCSS and used in the classroom to create a stronger home/school connection. Workshops can be translated into primary languages if needed.	
Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	Title I Parent Involvement 287
PBIS materials and supplies. Monthly incentives program for excellent attendance.	Targeted Carryover 4000

## Annual Review

## SPSA Year Reviewed: 2020-21

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.

Our PBIS program ramped up substantially in the year 19/20 and we had plans to continue our progress, but COVID did complicate it. Tasked with determining how to implement our program via distance learning, we found ways to build into our PBIS virtually. Teachers still chose students for the week, and we used funds to buy incentives to reward students with. Attendance was complicated and somewhat difficult during distance learning, and so PBIS funds were used to purchase incentives for attending to virtual education.

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 major differences between intended implementation and actual implementation are rooted in the distance learning dilemma. Many of the ideas and activities intended necessitated student presence on campus. While we were able to course correct somewhat, we were not able to replicate some of the intended activities such as awards assemblies and rallies.

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.

Any changes made to this goal will be to fund PBIS again, and carry out the in person pieces of the program. Funding parent nights is still a priority if funding sources allow for it.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

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

## Goal 3

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1).

## Identified Need

Engaging all families and stakeholders.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Participation in events and engagement rates		

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Teacher release time: dedicate time each month for ongoing PLC and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with CCSS, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support CCSS, analyze assessment data, and set goals for all students academic success.	
Potential expenditures for outside consultants, conferences, substitutes, and materials for staff development: provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within CCSS to positively impact student achievement.	

## Annual Review

## SPSA Year Reviewed: 2020-21

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.

We were not able to fund these line items using these funding sources.

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

We were not able to fund these line items using these funding sources.

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.

Likely, this goal will still be a part of our SPSA as it could provide growth for students; it will just not be funded using these budgests.



# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

School: Cedar Lane Elementary School

Principal: Jill Segner

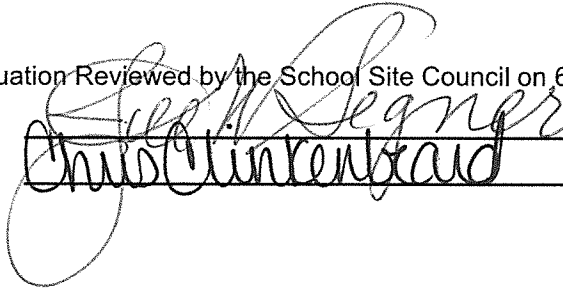
### **School Site Council Certification**

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 6/3/21.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures. The top signature is "Jill Segner" in cursive, written over a horizontal line. The bottom signature is "Chris Linkenhead" in cursive, also written over a horizontal line. The signatures are positioned to the right of the "Principal's Signature:" and "SSC Chair Signature:" labels.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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%	The learning loss this year due to Distance Learning was expected. Students had a difficult time with Distance Learning. Primary classes began in November, stopped, and then started again. Most students were not on campus for the two-day sessions. More returned when we transitioned to 4-day sessions. The teacher Professional Development came from the District Office and was voluntary. The PD focused on computer technology and student engagement. We had one teacher paid by site funds to assist teachers with educational technology. Teachers reported the additional supports were appreciated and improved their remote instruction delivery.



## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
<p>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.</p> <p>Restorative Justice is a means of alternative methods of behavior modifications besides suspension.</p> <p>Professional Learning Communities</p> <p>Professional Learning Communities to foster collaboration to ensure students' success.</p> <p>The Guiding Coalition provides support, structure, and direction to assist staff in facilitating Professional Learning Communities and transforming practices.</p> <p>EL Task Force to support the unique learning needs of ELs.</p> <p>Sacramento County Office of Education</p> <p>District Office Support</p> <p>Conferences that support the classroom</p> <p>School Safety Conferences</p>	<p>Professional Development in Dibels, Wonderworks. Title I 8000</p>

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

All Professional Development was scheduled and paid for by the District. The focus of the PD was technology and student engagement.

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 District covered all PD and the Guiding Coalition did not meet due to the pandemic.

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.

Professional Development is always needed. Cedar Lane is planning to focus on reading and academic recovery for the 21-22 school year. Growth in reading based on STAR Reading and Math, the use of Wonderworks across all grade levels and the use of the District provided Lexia for all grade levels will enhance student achievement and support academic recovery.

Further Professional Development in the year to come: CORE/OERA Consortium of Reading Education/Online Elementary Reading Academy. Wonders (Reading Curriculum), WonderWorks (Intervention reading curriculum), DIBELS /mClass (Dynamic Indicators of Basic Early Literacy/How to use the assessments and understanding that DIBELS is grounded in the science of reading), and Toolbox (SEL curriculum)

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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
Increase of student achievement.	Increase of 1-5% Increase	Regression or a slight gain in the upper grades

## 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.	11 para educators Title I 175000
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. .	Chrome books Targeted 10000
Student Services Administrator provides the following supports to our students and staff: Monitors student achievement and provides academic counseling	Student Services Administrator Targeted 70000

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.

Literacy Resource Technician Targeted 7184

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.

Teacher with a supplemental 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.

Funding for laptops as needed Targeted 10000

Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as:  
Starfall \$70  
Moby Max \$6,000  
Lexia  
Vocabulary Spelling City \$1,400  
NewsELA \$4,000  
Evolution Labs  
Happy Numbers \$300

PBIS only for this year Targeted 17870

Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers

Copier Targeted 20000

Planned  
Strategy/Activity

Proposed  
Expenditures

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 the 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

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: 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.

Supplemental materials and programs Targeted  
25000

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.

Not funded at this time.

## Annual Review

**SPSA Year Reviewed: 2020-21**

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.

During the pandemic, school was not provided in the seat for a majority of the year. Distance Learning was the norm and para educators quickly built their skills using Chromebooks and laptops in order to provide small group instruction and intervention. Each para kept engagement logs in order to document their service time and submitted them weekly. Teachers report that they could not do this without the support of the Para-educators as it was difficult for students to stay engaged on Zoom.

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

Supplies were used to provide materials for students. We provided take home packs of crayons, pencils, and markers for students to complete the work through Distance Learning. Books were sent home, as well as manipulatives and science kits. Art packs were developed and sent home as well. Technology was important and we worked to keep chromebooks up and running.

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 reduce the number of programs used in order to streamline the focus on Reading and Mathematics. From our research, all technology programs were used by some, but there was not one program that had overwhelming results or usage. The District will be providing Lexia, Accelerated Reader, STAR Reading, STAR Math, and MyOn, for schools k-6 for academic recovery. It is recommended that staff focus on High-Quality First Instruction and use the programs provided by the District. Cedar Lane was awarded the Early Literacy Support Block (ELSB) Grant. Dibels will be used, as cited in the grant, for progress monitoring and intervention. It is important to have robust technology, i.e., Chrome books for students, updated laptops, LCD projectors, document cameras to serve our students and staff. WonderWorks should be purchased for 4th-6th grades in order to provide academic recovery.

There was an unprecedented learning loss this school year. Using STAR Reading as a beginning and end of the year evaluation tool, it revealed what each teacher knew already:

S					
2nd grade:	Scale Score in Fall	177	Spring	183	Grade Equivalency
					Fall 1.9 Spring 2.0
3rd grade		270		251	2.6 2.5
4th grade		301		283	2.9 2.7
5th grade		389		400	3.5 3.6
6th grade		371		422	3.4 3.8
Early Literacy revealed similar results					
1st grade	Scale Score in Fall	643		607	Grade Equivalency .8 .6
2nd grade		795		687	2.0 1.1
STAR Math					
2nd grade		438		378	2.4 1.8

3rd grade	458	476	2.5	2.7
4th grade	502	495	3.0	2.9
5th grade	598	599	4.1	4.1
6th grade	605	627	4.1	4.5

Fortunately, Cedar Lane was invited to apply for the ELSB Grant to support reading outcomes. The grant is designed to increase reading scores across the grade levels although it will focus on TK-3. This grant will use DIBELS as a screening tool and as an intervention. Wonderworks, an extension of the Wonders program and High-Quality First Instruction, will also be incorporated into the reading program to help assure student comprehension and reading scores improve. Professional development, as well as family engagement activities, are also part of the program of work.

The LRT this year had to reimagine her position. Students were eager for books to read so they emailed the LRT and she pulled the books, checked them out to the students, placed them in plastic bags, and arranged for student and/or parent pick-up. This put books in students' hands. When returning, they were returned in the bag. The books sat for a few days and then put back on the shelf. The LRT also processed a number of new books that were ordered. Additionally, Cedar Lane will receive a Book Vending Machine in the 21-22 school year. Students will gain points through the AR reading program, earn tokens, and be able to select their own book from the vending machine. The books will fuel Cedar Lane's reading goals and help create lifelong learners through book ownership.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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	Very little
Repair Marquee	Repair.	Ordered a new marquee
Add a Smartboard and short throw projector in the Parent Center	Installation of both	Short throw projector. ived and installed Smartboard. It no longer needs a short

## 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. Increase home to school communication to encourage 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.	Title I Parent Involvement 2700
	Title I 3000
	Title I 4500

# Annual Review

SPSA Year Reviewed: 2020-21



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.

CLE purchased a Smartboard for the Preschool Liaison in order to provide classes to parents during and after school. A new electronic marquee has been purchased and will be installed sometime in June/July.

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 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 21-22 except to continue growing our afterschool and evening events to increase parental participation. The reading grant will include three events to support, inform and teach parents how to support their students while in the home. PIQE, Parent Involvement for Quality Education, will present their Reading Intervention module for parents. Family activities will be presented to facilitate learning in the home. Science night, Reading night, Craft night ideas to support the family engagement.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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%	
Adequate Facilities	100%	
Correctly Assigned Teachers	100%	
(Subject Areas and EL	EL Yellow	
Authorizations)	EL Yellow	
Overall CAASPP (ELA) Grades 3-8	4% (8)	
and 11	17% (34)	
Overall CAASPP (Math) Grades 3-8	27% (54)	
and 11	36% (72)	
Overall ELPAC Level 1	16% (32)	
Overall ELPAC Level 2	Maintain or Improve	
Overall ELPAC Level 3	Green or Blue	
Overall ELPAC Level 4	Decline	
Reclassification	Green or Blue	
Chronic Absenteeism		
Suspension Rate		

## 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: 2020-21

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.

ELD instruction was by Zoom and continued through the pandemic.

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 purchase books to compliment the District provided digital EL curriculum. When students have books in front of them they are able to transfer and process digital information more effectively and improve comprehension.

Cedar Lane Elementary School needs to improve intervention for our EL students. The comparison of ELPAC scores from the 2018/2019 and 2019/2020 school years indicated a decline in the number of students in levels 3 and 4.

With schools returning to the traditional learning model next year and the expected large number of students that experienced varying degrees of learning loss due to Distance Learning, we, as a site, will need to make our school-wide interventions more robust. Results from the universal screeners and online programs indicated that we did not meet the expected growth targets. However, the validity of the STAR assessments during distance learning may be in question as these assessments were administered online. It will be essential to get more accurate baseline data at the beginning of the next school year to get a more accurate picture of where our students are functioning academically and which areas we need to target. This will entail teacher collaboration within and across grade levels, the use of formative and summative assessments to identify student deficiencies and develop interventions that address those deficiencies, and staff development in the area of interventions and data tracking. Cedar Lane Elementary School also needs to improve intervention for our EL students. The comparison of ELPAC scores from the

2018/2019 and 2019/2020 school years indicated a decline in the number of students in levels 3 and 4.

# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

School: Mary Covillaud Elementary School

Principal: Kari Ylst

### **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: 2020-21**

## LEA/LCAP Goal

Supplies, equipment, and staffing support to enhance learners success and increase learner growth.

## Goal 1

Funds para educator positions and literary resource technician position. Supplies to support student engagement within distance learning.

## Identified Need

Waterford Early Reading Program for kindergarten, first grade, special day class, and learners (including EL's) that are struggling with reading at grade level. Moby Max will be used as a supplemental intervention program for all learners. Both programs will be utilized during distance learning. Direct specific intervention needs to be available for learners, through assessment, showing a specific need.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increased reading levels, mastery of early literacy skills and mastery of grade level math claims	Grade level completion or above.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
1.1 All identified learners will use Waterford fifteen minutes daily to increase phonemic awareness, sounds, letters, and beginning reading.	Targeted 6000
1.2 Learners will use Moby Max to enhance, master, and support curriculum in ELA, Mathematics, and Science State standards.	Targeted 5000
1.3 EL-Para-Educators and Para-Educators will assist in the intervention groups that allow the school to support English Limited (EL) learners, as well as all learners. A para-educator will also assist the PE program two days a week to maintain collaboration time for teachers.	Title I 153,767
1.4 Wages to maintain and support a library for learners to promote reading and the Accelerated Reading program.	Targeted 16000

Planned Strategy/Activity	Proposed Expenditures
1.5 Wages to supplement and support regular school programs to learners by providing interventions to all core subject after school.	Targeted 2000
1.6 The school is developing a GRIT program for learners who have good grades, are responsible, and are independent learners.	Targeted 2300
1.7 Maintenance contracts for copiers	Targeted 6500
1.8 Enhance and increase the number of library books and supplies to increase learner reading.	Targeted 4000
1.9 Provide Professional Learning Community (PLC) and other professional development	Targeted 2000
1.10 Classroom supplies and materials to aid learners in mastering concepts by providing additional resources to enhance core curriculum.	Targeted 12802
	Targeted Carryover 17595

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Twelve teachers, TK-2 utilized Waterford daily with 207 learners. . Waterford was also used to provide early literacy intervention to all students K-5. Learners spent a total number of 251,022 minutes on Waterford for reading. Pre reading 1-3 and Basic reading 1-3 and Fluent reading 1 were utilized. Waterford was also used for Math and Science due to distance learning. Learners spent a total of 262,560 minutes on Waterford for Math and Science. Pre-Math, Basic Math, Fluent Math and Science 1/2 were utilized.

Thirty eight teachers utilized Moby Max (this number includes para professionals) 17, 544 standards were completed on Moby Max by 355 learners. 1,259 tests completed, 25,548 lessons were completed and 1,551,516 math problems were completed by learners. Fact Fluency summary indicates that 170 students were utilizing the fact fluency section of the program for an average of 8 minutes daily. The math dashboard for MobyMax indicates that 269 students utilized the program for an average of 33 minutes per week.

Our para professionals were utilized for in person intervention. On average, 120 of our most at risk learners attended in person intervention 1-2 times weekly.

Accelerated Reading indicates that on average 68% of learners during the 20/21 school year passed their quizzes with at least 85% accuracy. 31,302 books were read, 90,286,974 words were

read. Learning to read indicates that 90% of our Early Literacy learners took at least one reading test.

Star Early Literacy indicates that for the 20/21 school year, 42% below 25th, 25% 25th to 49th, 15% 50th to 74th and 18% 75th and above for percentile ranking .

Star Reading Enterprise indicates that for the 20/21 school year, 37% below 25th, 24% 25th to 49th, 22% 50th to 74th and 17% 75th and above for percentile ranking.

Star Math Enterprise Assessment indicates that for the 20/21 school year, 31% below 25th, 27% 25th to 49th, 23% 50 to 74th, 19% 75th and above for percentile ranking.

Parent conferences occurred at all grade levels to help set learning goals for the year and to explain how distance learning works, as well as AERIES Parent Portal.

32 COST meetings were held (including Kinder COST meetings) . We referred 4 learners for speech testing and we referred 4 learners for Special Education testing.

Due to COVID, professional development opportunities were limited.

GRIT was not attended during the 20/21 school year, as Yuba County did not exit the Red Tier.

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

Covillaud continued to make reading a priority with the use of Renaissance Learning. Moby Max became an integral part of our distance learning program, because teachers could easily monitor progress.

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.

Waterford and MobyMax will be utilized during the 21/22 school year to help provide intervention and support students that are home sick. Parents report that both programs were easy to utilize. We will be introducing Lexia to our learners and their families, as teachers become more familiar with the program. MJUSD is starting to utilize Lexia instead of Waterford.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

To motivate through communication the school's learning environments for all stakeholders. Provide a safe, enjoyable, and caring environment for learners in and out of the classroom

## Goal 2

The involvement of parents in the education of their children.

## Identified Need

Continued involvement between the school and parents during distance learning.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	96%	
Discipline	less than ten days of suspension	
Parental Involvement	over 95% attendance of distance learning meetings with teacher	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
<p>The continual updating of the parent/learner calendar/handbook . The weekly, monthly communication for all events. Parents will be notified regularly by school, regarding what is going on in the classroom academically and socially.</p> <p>Provide Parent Tool Kits to each learners family to extend learning throughout the summer. Tool kits may include flash cards, books with comprehension questions, writing materials and miscellaneous items to help extend learning. Parental involvement is essential for learner development and can increase a learners self esteem and confidence towards their academic learning.</p>	Title I Parent Involvement 2013

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

Parent activities on campus were limited as Yuba County remained in the red tier for the school year.

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

Parent Tool Kits are being provided this summer. Parent Tool Kits were provided to each learners family to extend learning throughout the summer. Tool kits may include flash cards, books with comprehension questions, writing materials and miscellaneous items to help extend learning. Parental involvement is essential for learner development and can increase a learners self esteem and confidence towards their academic learning.

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

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

The purpose is to maintain, support, and provide learners and the staff with technology and support during distance learning.

## Goal 3

To maintain a high level of technology support for learners, families and teachers within the distance learning environment.

## Identified Need

Technology support, maintenance of technology and replacement of technology.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increased reading levels, mastery of early literacy skills	Increase of at least once grade level within Renaissance	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Technology Leads - Salaries	Targeted 6800
Purchase technology needs such as hardware, software, batteries, and related equipment to provide and improve academic standards as well as support instruction to learners.	Title I 10572
	Title I Carryover 69412
	Targeted 4568

## Annual Review

**SPSA Year Reviewed: 2020-21**

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.

Technology demands were heavy this year due to distance learning. Now that all Google classrooms are not only set up, but being utilized, an emphasis on technology in the classroom and at home will continue.

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

Purchases included USB speakers, HDMI Cables, chromebooks, laptops, monitors, desktops, Elmo's, wireless microphones, projects and mounts for projectors. These purchases had to be made to facilitate learning during distance learning.

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

Purchases should be fewer, as teachers and learners have been provided necessary technology for the 21/22 school year.

# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

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School: Dobbins Elementary School

Principal: Duane Triplett

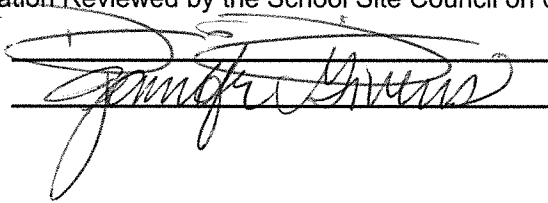
### **School Site Council Certification**

**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 05/26/2021.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to be 'Duane Triplett'. The second signature, for the SSC Chair, is written over another horizontal line and is more stylized, possibly reading 'Jennifer Green'. Both signatures are fluid and cursive.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

Goal 1

### Goal 1

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. The team believes that an intervention specialist is needed for our classroom and schoolwide intervention.

### Identified Need

Focus Students: All Students including Socioeconomically Disadvantaged .

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
70% of our students will be at standard met or higher in both ELA and Math on the Smarter Balanced Summative Assessment, Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	We are expecting a ten point growth in this coming year for both groups in both ELA and Math.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. Materials, Supplies, Books, & Equipment, copy paper, ink supplementary instructional materials that support the teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	
The LRT will be responsible for all functions of the school library and will run the Accelerated Reader program and also has been essential for our intervention in the new learning models.	Targeted 4527
	Targeted Carryover 1873

Planned Strategy/Activity	Proposed Expenditures
The Student Support Specialist provides specialized instruction in reading, English, mathematics and writing to students who are struggling academically; he or she also works with all staff and to assist in the implementation of our school wide intervention program in Distance Learning or Blended Models.	Title I 10000
Copiers in a Title I school-wide 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 thought e 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. The library provides students with materials to supplement the core curriculum and provide opportunities for deeper understanding of the essential standards. The allocation of funds will increase the resources available to all students and staff members by providing highly engaging books and literary resources to supplement the library. High interest books will increase student interest and motivate students to read more, resulting in improved ELA skills and test scores.	Targeted 2400 Title I Carryover 5000
Computers and ipads are necessary for staff and students. Computers for teachers in order to run technology rich computers. The need to update computers is an ongoing issue.	Title I
We will continue to provide staff with professional development opportunities to help students reach met and exceed grade level. Conference expenses to include registration, travel, and professional development materials such as books.	Title I Carryover

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

An intervention plan was implemented by our Teachers and Student Support Specialist to provide individual academic support for students struggling during distance learning. This intervention program was technology rich and focused on student needs in reading and math. The Student Support Specialist worked one on one with students who were assessed to have the greatest need academically. The staff worked really hard and we saw consistent growth for all students in both reading and math. The students that worked with the Student Support Specialist grew in there knowledge but not to the levels we had hoped. Our LRT was key to our students success as they helped students continue to read books and take AR tests either at home or providing space at school for those without connectivity. The LRT became the site resource for technology for the staff and families alike and put teacher instruction on thumb drives for each and every student. We all felt that waht the plan had to morph into was a great success despite the Covid 19 Pandemic and distance learning the bulk of the school year.

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

The plan had to change in order to meet the need of our students during the Covid 19 Pandemic and distance learning. The essence of the plan was the same it just had to be modified to meet the distance learning requirements. Instead of being able to have small group instruction we had to meet students one on one. Instead of in person instruction, teachers and para's had to film lessons and download them to thumb drives so that students could access instruction without connectivity.

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.

Due to the school closure for Covid 19 Pandemic and the success we experienced in prior years, we will plan to implement this plan next year.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

Goal 2

## Goal 2

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

## Identified Need

We have 12.8% of all students that are Chronically Absent and 16.1% of our Socioeconomically Disadvantaged students who are Chronically Absent. While both subgroups have improved there is still a need to improve this overall.

## Annual Measurable Outcomes

### Metric/Indicator

We will be using A2A attendance program to monitor our progress in the coming year.

### Expected Outcomes

Decrease both Chronically Absent subgroups by 5% in 2019/2020 school year.

### Actual Outcomes

## Strategies/Activities for Goal 2

### Planned Strategy/Activity

Provide incentive programs for all students for attendance. Materials and supplies for parent newsletters

### Proposed Expenditures

Title I Parent Involvement 148.00

# Annual Review

**SPSA Year Reviewed: 2020-21**

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 we promoted attendance with the students and parents this goal was difficult to evaluate due to the Covid 19 Pandemic. Some of the parents of these students were difficult to get in touch with and did not attend attendance meetings when requested. Fortunately the Covid 19 Pandemic seems to be decreasing and it gives us hope that next year we will see this dramatically improve next year.

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

We have to find a way to connect with the students and families that struggle with school and their attendance. Next year we will focus on, positive phone calls home, have the sheriff do welfare checks, texting, emails, phone calls to try and make contact.

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 want to keep the goal and strategies the same to see how they work in this next school year when hopefully things are more normal for our school year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Strategies/Activities for Goal 3		
Planned Strategy/Activity		Proposed Expenditures

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2020-21

School: Edgewater Elementary School

Principal: Lori Guy

#### 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 05/24/2021.

Principal's Signature: Lori Guy

Date: 5/24/2021

SSC Chair Signature: Rebecca L. Kolborn

Date: 5/24/2021

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

Professional learning communities collaboration teams have identified and will continue to review essential standards, curriculum analysis and alignment, and create, monitor and plan instruction based on data analysis. Grade level collaboration teams will determine intervention groups to increase number of students proficient and/or advanced in ELA and math based on on going assessments. Provide intervention with extended learning time. Provide during school and after-school intervention (appointment basis during distance and blended learning) to students who are performing below proficiency in ELA and/or Math. Grade levels will have a common established intervention time and para-educator support will be provided. Intervention groups will be continuously monitored and adjustments will be made based on students needs and performance. Enrichment provided for students that are proficient or above in grade level determined essential standards. Supplemental resources and materials determined by collaboration teams. Collaboration teams will continuously review and plan around the four critical questions 1. What do we want students to learn? (essential standards) 2. How will we know if they have learned? (team developed common assessments) 3. What will we do if they don't learn (systematic interventions) 4. What will we do if they already know it? (extended or enrichment learning opportunities). Instructional planning based on data analysis is the focus of all collaboration meetings and determines courses of action for instruction, intervention, resources needed and professional development needed.

## Identified Need

Instruction time dedicated by grade level to meet student needs based on current data on essential standards. Intensive intervention support for students not proficient in grade level essential standards. Enrichment for students meeting or exceeding standards. Supplemental materials, resources and technology. Lower the ratio of students to devices. Professional development based on Professional Learning Community components in addition to specific needs identified by collaboration teams.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade level common formative assessments	Decrease students below grade level by at least 50%	
CAASP	Yellow and green for all areas	
Collaboration team documentation		
District Benchmark assessments STAR Reading and Math	Increase students at or above grade level proficiency by at least 25%	

# Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Provide para educators and/or substitute teacher (when available) support during grade level intervention time providing support on targeted essential standard needs. 4 positions funded initially and may add an additional based on needs. Include extra duty time and sub funding for para educators with any available carry over funds based on the varying needs of grade levels determined by student performance data analysed by collaboration teams.	Title I 72,223
	Title I Carryover 6747
Research based supplemental instructional material including online intervention programs (i.e., Waterford) contracts, books and materials needed for workshop/intervention and/or extended learning time time. Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reader, Math, Read Naturally, Enchanted learning, More Starfall, IXL (ELA and math), Apple apps, and technology for student assessments and access to district data resources. Provide listening centers or headphones for devices for interventions and classroom workshop activities. Materials to be determined by collaboration teams and approved by site administrators.	Title I 29782
	Targeted 9000
	Title I Carryover 2700
	Targeted Carryover 3000
	Title I
Professional Development: Provide conference opportunities and conference related expenses including academic student improvement and Professional Learning Communities strategies and components including conferences identified by collaboration teams as beneficial to grade level team's professional development. Provide professional books. Provide mentor/peer support for distance learning strategies and support with Google Classroom resources. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.	Title I 3300
Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum. opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation. Library to include after school hours available to parents to read with their child(ren) and access resources (online during distance learning). During distance learning the Literacy Resource Technician will provide recorded and online class sessions based on classroom needs.	Targeted 36,000

Planned Strategy/Activity	Proposed Expenditures
Provide library books, ebooks and electronic devices for students to use in the library to maximize supplemental resources. Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for AR books, multi-cultural and bilingual reading materials (requested by ELAC) and books/subjects identified through PLC collaboration teams. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.	Title I 7000
Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. (Paper, print shop, printer cartridges, copier maintenance contracts)	Targeted 4694
	Targeted Carryover 2979
Provide technology support for students through IPADs and/or Chromebooks based on grade level needs as determined by grade level collaboration teams. This technology will increase student access to multiple learning tools and devices, supplemental instructional materials/resources as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones, charging supplies and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.	Title I Carryover 45659
	Title I 2013
Purchase books for our student book vending machine will help bridge the gap between literacy and engagement. Students earn AR points allowing them to qualify for a token at established AR point intervals and for meeting Lexia goals. Tokens for the books will be awarded in classrooms to encourage and motivate students to read increasing vocabulary, comprehension, and fluency.	Title I 2,550

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Through the Professional Learning Communities (PLC) process, grade levels identified their grade-level essential standards. Regularly scheduled collaboration time (90 minutes once per week via Zoom) allows for continuous monitoring of student proficiency toward essential standards, review, and analysis of common formative assessment data, and intervention group restructuring based on current performance and needs of the students. Based on the common formative assessments and ongoing grade-level collaboration, 50+ students received additional intervention with paraeducators under the supervision of our Resource teacher. These interventions were held in person and virtually depending on the student's needs. The groups and targets continuously changed and several exited out from needing the additional intervention and were served within their grade level or classroom. After-school intervention and homework help was provided by STARS and Paraeducators in 2 different sessions the first one focussing on ELA and the second math or ELA. Lexia Core 5 is a Literacy Intervention software program that was implemented this year with grades K-2 and later during the year with 3-6 grades. Only 172 students are meeting the suggested usage of the reading program. At the program's start, 64% were below grade level material, 34% in grade-level material, and 2% above grade level. 11% of students were able to move from below grade level material to in or above grade level material. Currently, 54% are below grade level material, 33% in grade-level material and 14% are above grade level. Students will be able to keep their Chromebooks over the summer in order to continue utilizing the Lexia Core 5 program and participate in extended learning sessions. Parent surveys also indicated improvement in student reading habits at home and able to do homework. Due to the State COVID 19 protocols, all family literacy events had to be postponed this year. An online book resource called MyON is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade, and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, MyON Reader fosters student engagement and achievement. 24 staff members and 525 students accessed books with 25,440 books finished and 5,486 hours and 56 minutes spent reading. The Library Resource Technician helped parents with technology and resources available in our library. Our library currently has 13,484 Titles and 10,670 copies. We have 555 active patrons which are 50 higher than our enrollment due to parents checking out books after-school for their children. We added an additional 285 books this year. Over 307 students earned medals this year with 171 of those being at the top level of our reading incentive program. Grade equivalent scores should increase by .5 through the summer based on continued use of Lexia Core 5 over the summer to help support students that experienced learning loss from COVID 19 school closures and distance learning.

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

After-school tutoring was ended about a month prior to our plan due to COVID 19 school closures and the conferences and professional development planned were cancelled. The technology purchased and online programs became critical to our distance learning plan. Para-educators remained a vital part of our distance and blended learning plans and were assigned case loads. Library services were limited throughout the year due to COVID restrictions.

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 continue this goal with more of a focus on the distance learning educational setting increasing funding in technology and programs and decreasing expenditures of other supplies like planners and duplication of materials. Some duplication of materials will be used to provide supplemental instruction especially for students that struggle with the technological components of distance learning although our priority will remain to provide assistance for students to access materials online. Interventions will need to be revised to probably an online program as small group instruction will be very limited if available in the fall and support may need to be pushed into classes. Reading intervention will remain our #1 goal next year, but we will be revising how we provide services as small groups and exchanging students to comply with the COVID19 protocols. Students will be grouped for instructional purposes by the teacher and additional support listed in activities 1 and 2 will focus on support pushed into classes and online programs.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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 interventions for students with social and emotional needs during their grade level academic intervention time and during recess. Provide interventions for students sent during instructional or activity time based on reason for referrals.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Discipline/Suspensions	0	
Chronic Absenteeism	<15	
SSTs		

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Provide an Elementary Student Support Specialist for the equivalent of 3.75 hours per day to work with students, teachers, other school staff and parents to help ensure student success including social emotional support, improving attendance, behavior and academics. Elementary Student Support Specialist will coordinate with the elementary school counselor for providing students and documenting interventions for students. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs. Including extra duty.	Title I 12,100
Fund partial Students Services Coordinator to provide students with academic counseling, arrange motivational assemblies, student behavior modification strategies, social and emotional support, monitoring	Targeted 28,137

and maintaining student achievement. Monitor student attendance, make home visits when necessary and coordinate necessary services for students including outside agencies. Participation in SST and PLC processes. Participate in interventions for behavior and social emotional needs. Communicate with parents and facilitate parent teacher conferences as needed.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Elementary Student Support Specialist conducted over 27 SSTs with an additional 19 follow-up meetings. She facilitated 9 parent teacher conferences. Additionally she had small group interventions, provided class lessons on social skills to first grade students by class. Student suspensions were 0 for this year. Our site exceeded the attendance rate goal of 96% with average attendance for the year at 97.2%. Grade equivalent scores should increase by .9 based on a regular school year; our average this year based on STAR reading assessments is incomplete due to distance learning and currently end of year assessments being administered. During the school closures and distance learning our Elementary Student Support Specialist contacted families to support ongoing learning and school connection. Our Elementary Student support specialist contacted 52 families regarding distance learning with 72 follow-up phone calls and 15 home visits.

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

Due to COVID 19 school closures, the plan for Professional Development was not able to be implemented. SEL materials and resources were provided by a grant the district received. District PD was provided throughout the year.

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

Next year, the Elementary Student Support specialist position will be eliminated until we determine need based on positions the district is adding as part of LCAP funding. Some PD funding may be added for

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

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

## Goal 3

Increase parent community involvement and home to school communication. Parents volunteering must be fingerprinted. All visitors and volunteers must be registered in our Raptor system and receive a pass.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Newsletters	monthly newsletter	
Raptor sign in data for visitors and volunteers	No visitors due to COVID restrictions	
Interventions documented in Aeries		
Participation numbers in online meetings	15 or more per meeting	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Provide materials and time for training sessions for parents	Title I Parent Involvement 808
Provide parents with written information, newsletters, calendars and phone calls to increase communication.	Title I Parent Involvement 790
	Title I Parent Involvement
Provide extra duty funding for staff to communicate more effectively with parents and implement methods of obtaining more parent input and feedback as a liaison and work with the Elementary Student Support Specialist, PTO and site administrators to increase parent communication/input and include one staff member that is specifically working with EL parents.	Title I 1500

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

Increase parent, family and community involvement in the education of all students. During the school closures and distance learning, all families were contacted by teachers and followed up by admin when teachers were unsuccessful. home visits were made and over appointments were made Our Elementary Student support specialist contacted 52 families regarding distance learning with 72 followup phone calls. Assistant Principal hosted a weekly coffee talk via Google Meets with approximately 15 parents participating in each session. The parents participating varied based on if they had questions. The last coffee talk had 22 parents that logged in throughout the hour providing feedback on distance learning, stable groups, extended learning options and planning for 2021-22. Due to COVID protocols, visitors and volunteers were not allowed on campus.

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

Activity 1 became part of our school district protocols so funding for this goal was transferred to goal 3 and 4. For goal 2, the district changed procedures in October so we were unable to continue to pay for fingerprints with site funds. We did fingerprint an additional 24 parents this school year but without site funding. At the beginning of the COVID-19, additional communication for many of our low achieving students was necessary. Our volunteer luncheon had to be cancelled due to school closure. Parent meetings were held via Zoom and/or Google meets were more successful than our meetings that were scheduled throughout the year. We will start our parent meeting virtually and can offer it as an option even when parent meetings are allowed on campus.

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 create a variety of formats for the meetings including small groups of parents, with social distancing in place in addition to recorded videos and a distance learning handbook. The extra duty for a liaison was not needed due to the teacher being able to complete communication, meetings and trainings during her work time since there was time built in the distance learning and hybrid schedules. There will be an EL facilitator position funded by LCAP next year and this strategy/activity will be eliminated.

# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

School: Ella Elementary School

Principal: Jennifer McAdam

### **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 05-24-2021.

Principal's Signature: 

SSC Chair Signature: 

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

### Goal 1

Students will make academic growth/progress on the understanding of essential grade level standards using multiple sources of data to measure growth: Universal Screeners, ELPAC and reclassification rates, grade level common assessments, supplemental programs (Lexia, Accelerated Reader, MyOn, Prodigy, etc.), adopted district curriculum assessments (Wonders, Go Math).

A. Ella teachers will focus on strategies in Math, ELA, and EL to provide high quality first instruction to students. The strategies will enhance the learning environment for all Ella students. Ella teachers will design lessons to include direct instruction, tiered intervention and extension for ELA and Math instruction. English Language Learners will receive both integrated and designated instruction daily. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. Teachers will collaborate, articulate, and analyze data to plan for tiered interventions/extensions and tutoring to respond to the students understanding of essential grade level standards. Additionally, teachers will collaborate student engagement strategies.

B. On going PD will assist teachers to gain knowledge and skills to best develop high quality instruction aimed to engage students and increase student academic growth/achievement on essential grade level standards.

C Professional Development for all staff to help foster growth in EL, ELA, Math, Science, Social Science, behavioral management, and social emotional learning.

### Identified Need

Preschool through 6th grade students

English Language Learners

ELA and math students

Students with disabilities

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher collaboration, articulation, data analysis, and professional development opportunities will work in tandem to enhance the learning environment for students and improve instruction in ELA and math. Highly engaged students provided tiered levels of intervention/extension will grow academically in essential grade level standards. English Language Learners provided daily integrated and designated EL instruction will show academic growth in their development of the English	1. Tier 3 ELA students who are 2 or more years behind in reading will show a minimum of 1 years growth 2. Tier 2 ELA students who are 1 year behind in reading will show a minimum 1 years growth 3. Students reading at or above grade level will continue to show growth each trimester 4. English Language Learners will show growth in the development of the English language by	Ella School's focus throughout this pandemic year was to support students in building connections to school during distance learning. Teachers continued to meet weekly for grade level articulation and plan for interventions/extension small groups. Due to the pandemic and distance learning tiered intervention was delivered in small group Zooms or breakout rooms to support students in ELA and Math. Data was collected and analyzed to form intervention/extension groups from both formative and informative assessments for example:

language. Professional development opportunities provided to all staff will further enhance the quality of instruction provided to Ella students navigating distance learning at home or on a school campus.

growing a minimum of 1 level on ELPAC

5. The effectiveness of student engagement strategies for our severely chronic and chronically absent students will be indicated by improved attendance rates throughout the school year

6. Tier 3 math students who are 2 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards

7. Tier 2 math students who are 1 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards

8. Math students currently at grade level or above in essential math standards will continue to show growth each trimester

STAR and Early STAR assessments, grade level common assessments, ELPAC data, Lexia data, teacher observation. The Covid 19 pandemic impacted student academic growth in ELA and math during the 20-21 school year. 2020 ELPAC data shows 15% of students are at level 4, 33% of students at level 3, 38% of students at level 2, and 13% of students are at level 1. Lexia data shows an overall growth from 30% of students working in grade level material in August 2020 to 46% of students working in grade level material in May 2021. On STAR reading and math, grade placement scores improved slightly from trimester 1 to trimester 3 for those students who tested. Many professional development opportunities were offered by MJUSD to support and prepare teachers for distance learning and the transition to blended learning. Ella School participated in site PD in Lexia and ABC Vocabulary. Teachers also attended PD that targeted a personal area for growth to better support student academic achievement. Attendance for students during distance learning was challenging. 436 out of 567 students had 90% or better attendance rates. 131 out of 567 had 89% or less attendance. To target attendance and engage students in school, Ella staff made phone calls, sent Aeries communications, invited students to campus for 1 on 1 appointments, and admin. performed home visits.

## Strategies/Activities for Goal 1

### Planned Strategy/Activity

Ella Elementary will focus on English Language Learner strategies and ELA strategies to provide high quality instruction to students targeting the essential grade level standards. These strategies will enhance the learning environment for all students. Teachers will participate in lesson study to provide focused ELD and ELA lessons and tiered interventions/extensions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA students and English Learners and the goals of a particular subject area or unit. Lesson study requires educators to study how students respond to these lessons: What do we expect students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if

### Proposed Expenditures

Title I 10,000

Title I Carryover 40,000



Planned  
Strategy/Activity

Proposed  
Expenditures

they already know it? ; plan appropriately for their learning and engagement. Teachers meet weekly to plan lessons targeting specific essential standards based on needs of subgroups to develop leveled questions based on Bloom's Taxonomy and maintain or increase rigor when appropriate. A support staff member will collaborate with the Ella ELAC to support the committee in becoming a functioning, active body. A support staff member will facilitate technology to make it usable at the site for teachers and students. This technology support staff will assist in lesson development and integration of core curriculum into technology. Classified staff will collaborate and communicate with teachers and other staff to provide appropriate and timely supports for students and parents. Support staff will help with communicating upcoming events and meetings to parents. In addition, support staff will provide written and verbal communication when needed at school events or meetings. Substitute teacher pay provided so teachers can participate in colleague classroom and lesson observation to enhance instruction and peer coaching to help our students and teachers grow. Teachers will provide tier 1, tier 2 and tier 3 interventions to students in ELA and Math to support students growth in reaching grade level proficiency. Enrichment will also be provided in response to students who need extension of learning. PLC Guiding Coalition and PBIS team meetings will be used to collaborate, communicate, and analyze data to monitor student academic growth, student engagement, and social emotional learning.

Ongoing professional development will assist teachers in gaining knowledge and skills to best develop high quality instruction aimed to engage students and increase student academic growth/achievement on essential grade level standards . The employment of effective high quality teaching strategies is essential in improving the academic achievement of each student. Additionally, professional development to enhance a teacher's knowledge in supporting a specific subgroup, including and not limited to English Language Learners, Students with disabilities will positively impact targeted areas for growth for these student populations. Professional development opportunities can be provided by, but not limited to, outside curriculum specialists/companies, district office specialists, district teachers, Ella teachers, etc. on or off school campus. Specific topics or areas of focus will include English language development, PLC, PBIS, supplemental technology used for distance learning, tiered interventions and supports, students

Title I 20000

Planned  
Strategy/Activity

Proposed  
Expenditures

with disabilities, as well as specific school topics identified by stakeholders as beneficial to staff to improve student academic achievement. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This PD list includes, but is not limited to: Growth Mindset Conferences and Trainings, PLC Conferences and trainings, English Language Learners Conference, CUE, Science, Wonders, Go Math, Title 1 Conference, SCOE, YCOE, GLAD, Common Core trainings, PBIS, Social Emotional Learning trainings.

The elementary Student Support Specialist will support English Language Learners to improve their language development, set individual goals for growth in ELA and Math targeting essential grade level standards, as well as, monitor EL progress, attendance, and overall student wellness as it relates to a positive school experience. The SSS will communicate regularly with EL families to provide information on students, stakeholder meetings, and ways they can support their EL learner at home (distance learning). Ella's SSS will provide EL students and parents with academic counseling and connections to community resources. The SSS provides supplemental intervention for EL students. In addition, the SSS will use parent meetings and ELAC to communicate with parents and students about their academic progress. Additional topics might include: district adopted curriculum, interventions and supports, resources, relaying of important stakeholder information. The SSS will provide ELPAC testing to students and training to teachers, parents and students as well as, communicate results to stakeholders. The SSS also works closely with our socioeconomically disadvantaged population of students and families. Additional student supports include: behavior modification, student/parent involvement, parent/home communication, home visits and SSTs.

Title I 19700

The Ella Student Services Coordinator will oversee the duty responsibilities of the Student Support Specialist and work collaboratively to monitor English Language Learners academic growth and development of the English language. The Student Services Coordinator is the CAASPP and ELPAC testing administrator for Ella School and will oversee and monitor the implementation of these assessments to students. The Student Services Coordinator will provide students with academic counseling, motivational assemblies, student behavior modification strategies (PBIS),

Targeted 69000

Planned  
Strategy/Activity

Proposed  
Expenditures

monitoring and maintaining student achievement, communication with parents as it pertains to the academic, social/ emotional, and behavioral wellness of students. The SSC will also provide support through referrals to public agencies for social/emotional support, meet regularly with administrative team and teachers to determine how best to serve students and families. The SSC will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST and IEP process.

The Technology Lead will assist teachers to enhance learning through the integration of technology into daily lessons targeting grade level essential standards. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers, staff, and parents. The Technology Lead works collaboratively with administration to ensure successful implementation of CAASPP and ELPAC assessments as it pertains to the technology components. The Technology Lead attends annual trainings for CAASPP and ELPAC and provides PD for teachers in preparation for implementation. The Technology Lead is instrumental at Ella in supporting teachers, students, and parents as they navigate distance learning. The Technology Lead oversees the varied supplemental technology resources used by teachers to enhance student learning and provides PD to teachers, parents, and students. The PD includes but is not limited to How To's and technical difficulties around Clever, Google Classroom, Lexia, EARLY STAR/STAR, Accelerated Reader, etc. The Tech. Lead also monitors all campus technology: updating of technology, broken technology, old/not usable technology, new and replacement technology to make sure it is ready for teachers, staff, and students every day to enhance instruction. The Technology Lead supports students and during tiered intervention groups and enrichment as it relates to technology.

TOSA Teacher On Special Assignment. TOSA will work with EL Students by helping track their ELPAC Scores. Provide students with counseling on their ELPACS. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull out EL Students as needed and provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. Provide

Targeted 59605

Targeted Carryover 8839

Planned  
Strategy/Activity

Proposed  
Expenditures

supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication.

Para Educators will help teachers to provide specific academic support or interventions for English Language Learners, students with disabilities, and socioeconomically disadvantaged students working below grade level in reading or math. With direction from classroom teachers, the Para Educators will work with students in grades K-6th providing small group intervention in the classroom or via distance learning. The Para Educators will work 3.5 hours a day 5 days a week. Para Educators will work with teachers to develop targeted and timely intervention lessons using strategies to best support the identified subgroups to grow academically. Para Educators will share any small group data or observations to better support teachers in planning for the targeted academic interventions.

Title I 85000

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1: Due to the Covid 19 pandemic, MJUSD built a daily schedule for elementary teachers that included weekly articulation and PLC time. Grade level teams continued to meet weekly via Zoom, Google Meets or in person when health and safety protocols allowed. Teachers continued to look at data and collaborate to provide appropriate tiered interventions to support student academic growth in ELA and math. Teachers focused on student engagement, distance learning tools, technology supports, and social emotional learning during this pandemic year as well as students' academic growth goals. Teachers collaborated on best practices and teaching strategies, created common assessments targeting essential grade level standards, participated in data analysis, and developed and prepared for Tier 1, Tier 2, and Tier 3 instruction. Collaborative discussions were centered around the 4 guiding PLC questions: 1. What do we want students to learn? 2. How will we know if they have learned it? 3. What will be do if they do not learn it? 4. What will we do if they do? In addition teachers focused on EL instruction through GLAD strategies, differentiated and designated EL instruction. This year we redesignated (8) students.

Strategy/Activity 2: Teachers engaged in Professional Development both on the school site or by attending conferences. Many virtual professional development opportunities were offered to staff by MJUSD during this pandemic year. Professional development opportunities were designed to support with distance learning, blended learning, and the many online platforms and technology resources available to teachers and students. Ella School teachers participated in virtual professional development from Lexia Learning and ABC Vocabulary. Two teachers attended CAPCUE virtual conference that targeted a specific area of focus for personal growth and targeted student engagement strategies and educational technology. Ella's music teacher attended a MusicPlay virtual conference that targeted music education and unique lessons for young music students.

Strategy /Activity 3: The Student Support Specialist is active on campus supporting students and teachers. This person meets and supports our EL students to support them in their academic success. The Student Support Specialist supports teachers in monitoring EL student progress towards becoming English proficient. This year we redesignated (8) students and continue to monitor our RFEP students. This person is our site lead on the ELPAC assessment; training, scheduling, and assessing students. In addition, the Student Support Specialist is part of Ella's Student Support Team (SSTs) where other services for students may be requested. Finally, this person supports with home/school communication/connection for our students and their parents which is often done at parent/ELAC meetings where student successes and achievement can be shared.

Strategy/Activity 4: Ella's Student Services Coordinator's position is pivotal to the daily operations on campus, working directly with students to ensure their academic success and that we are doing all we can to meet students' social/emotional needs. The SSC is a member of our Student Support Team (SSTs) and IEP Team where there are often requests for additional services or a coordination of services; such as counseling, interventions, referrals to outside agencies (Mental Health, CPS, Victim Witness, vision/hearing screening, etc.). In addition, this person monitors student attendance and works with families to support daily attendance, as well as, making home visits when necessary or setting meetings with parents and students to discuss solutions.

Strategy/Activity 5: The Ella Technology Lead assisted teachers and students through technology integration. This person worked with teachers and students to support their daily access to district curriculum technology resources and supplemental curriculum. The Technology Lead responded to daily technology needs or emergencies of staff and students in order for them to be successful. This person also collaborated with the district technology department to troubleshoot problems with staff laptops, student laptops or Chromebooks. The Tech. Lead managed Ella's yearly subscriptions to supplemental academic curriculum technology and informed teachers of any upcoming PD opportunities offered by these suppliers. Ella's Technology Lead provided PD to staff around topics such as CAASPP assessment, ELPAC assessment, Illuminate, Lexia, Discovery Education, Renaissance Learning, BrainPop, ABC Vocabulary, etc. Through our Technology Lead, Ella was able to get 100% of our students using a Chromebook, iPad or other technology device daily. Our goal of continuing to increase technology on campus was facilitated by the Tech. Lead. This person is instrumental in making sure our students have the most current, up to date technology to access curriculum to support their academic success. During this pandemic year, the Tech Lead held daily Zoom office hours and scheduled 1 on 1 appointments on campus to support students and/or parents with distance learning questions, equipment malfunctions, Chromebook operating issues, and general How To's for using Google Classroom, Lexia, Zoom, etc.

Strategy/Activity 7: This school year Ella was able to continue to employ 5 para professionals to support students and teachers. During this pandemic year, para professionals supported students via distance learning on Zoom or Google Meets. When Ella transitioned to blended learning, paras began to work with students in the classroom for small group interventions. Small group instructional support lead by the para professionals targeted EL strategies and essential standard

intervention support in the area of ELA and math. Students receive a 1:5 student/teacher ratio for strategic intervention support. During this pandemic year, para professionals were instrumental in re-engaging students in school and building connections with students during distance learning. They were able to offer academic support and interventions to target areas where students were struggling while distance learning. Paras were also connected to students via Go Guardian so they could support students with technology to access lessons and assignments. Students benefited from this para professional academic support. In this pandemic year, data shows small academic gains on district assessments (Early STAR; STAR), grade level common assessments, and Lexia. Ella's overall Lexia data showed an increase of 16% of students working at or above grade level.

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

Many strategies and activities planned for the 20-21 school year were put on hold during this pandemic year. Strategy/Activity 1- The PLC Guiding Coalition and PBIS teams did not meet during distance learning, while on modified schedules, and had limited campus interactions to keep all staff safe and healthy during the Covid 19 pandemic. PLC and PBIS intended to begin meeting when students returned to campus, but due to the many adjustments and changes in schedules, we did not meet this school year. Expenditures were planned for PLC Coalition, PBIS Coalition, and teacher articulation. Due to the pandemic, they were not utilized. Strategy/Activity 2- Due to the pandemic, PD opportunities for teachers and support staff were limited and those that were offered were all virtual. As a result, many teachers did not seek PD opportunities outside the MJUSD PD during the 20-21 school year.

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

In the 21-22 post pandemic school year our focus will be social emotional learning, re-engagement strategies and attendance, and support for learning loss due to distance learning from the 20-21 school year. Ella will continue to focus on academic gains for our English Learners and increasing their English proficiency through designated and integrated ELD instruction and reclassify more students. Ella data indicates we are in need of an EL Coordinator to support our EL students and their academic achievement and monitor their English progress. As a result, we will eliminate our Student Support Specialist position in hopes of focusing on a more targeted EL support staff in the future. Continuing to make high quality instruction a priority will support all students with academic achievement and success. Teachers meeting in their PLC articulation and focusing on the 4 PLC questions will support them in being sure to target the best strategies for Tier 1, Tier 2, and Tier 3 interventions. The analysis of data will be key in providing meaningful, targeted interventions for students.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

## Goal 2

Ella will teach English Learners, ELA and Math students using supplemental, external support programs and materials to enhance the adopted district curriculum. The teachers will use the supplemental materials and external support specialists to support students understanding of essential grade level standards. Academic progress will be observed using data on Universal Screeners, ELPAC assessments, STAR reading and math, grade level common assessments, tiered intervention data, SBAC assessments, Lexia, etc.

## Identified Need

Preschool through 6th grade students  
English Language Learners  
ELA and math students  
Students with disabilities

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Data collected from Universal Screeners, intervention assessments and observation, weekly grade level PLC notes, supplemental program data, PBIS, EL monitoring, attendance data, etc. will be articulated and through collaboration, teachers will determine the interventions needed to support students not proficient on grade level essential standards. This same data process will support teachers in providing academic extension/enrichment appropriate for students who are proficient on grade level essential standards.	<ol style="list-style-type: none"><li>1. Tier 3 ELA students who are 2 or more years behind in reading will show a minimum of 1 years growth</li><li>2. Tier 2 ELA students who are 1 year behind in reading will show a minimum 1 years growth</li><li>3. Students reading at or above grade level will continue to show growth each trimester</li><li>4. English Language Learners will show growth in the development of the English language by growing a minimum of 1 level on ELPAC</li><li>5. The effectiveness of student engagement strategies for our severely chronic and chronically absent students will be indicated by improved attendance rates throughout the school year</li><li>6. Tier 3 math students who are 2 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards</li></ol>	In this pandemic year, Ella teachers continued to focus on providing high quality instruction to their students while teaching distance and blended learning. In the 20-21 school year, technology supplemental curriculum and programs were extremely important to the delivery of essential grade level standards in distance learning. The use of supplemental curriculum allowed growth in student's technology skills, individualized experiences and leveled learning which can be viewed from data retrieved from Renaissance Learning, Lexia, ABC Vocabulary, Illuminate, Aeries gradebook, etc. Supplemental materials allowed teachers to prepare high quality distance learning lessons to compliment district curriculum and provided students access to materials they needed in order to be successful in a challenging year. In this pandemic year, academic gains were challenging and our outcomes have room for improvement. Lexia progress from August 2020 to May 2021 shows an

7. Tier 2 math students who are 1 or more years behind in essential math standards will show a minimum of 1 years growth in targeted standards  
8. Math students currently at grade level or above in essential math standards will continue to show growth each trimester

increase of 16% for students working at or above grade level material. The largest Lexia gains were in Kindergarten with 39% of students moving into grade level material, and 22% of 1st grade students. Attendance while on distance learning was challenging with overall attendance at 92.6% from August 2020 to December 2020. Attendance improved slightly when some students returned to blended learning in February 2021 with 93.2%, but by early May, our overall attendance rate was 91.8%.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Supplemental materials to enhance the district adopted curriculum in a blended learning or distance learning model will be purchased. In addition, supplementary materials will be provided that support students during our school wide tiered academic intervention. This includes materials that address students performing below grade level in ELA and Math and those students performing at or above their grade level; enrichment. Supplemental materials that support ELD instruction both integrated and designated will be purchased. These materials/items include, but are not limited to, paper and printer ink/toner to support supplemental programs, materials that support foundational reading skills, comprehension materials, literature units, materials to support foundational math skills, materials to support student engagement.	Title I 18000 Title I 18148 Title I Carryover 15000
Technology needed for students and staff to be successful in a blended learning, distance learning, or in a classroom learning is essential. Laptops and Chromebooks are used as the primary tool in delivering instruction of grade level standards while students are in a distance learning model. Additional essential technology used to engage students during lesson delivery include, but not limited to: ELMOS, ipads. It is important that technology continue to be "up to date" and current in order for Ella students to have access to 21st Century learning. Chromebooks and other technology will need to be replaced due to age and ability to do annual updates.	Title I 25741 Title I Carryover 20000 Title I Carryover 15960
Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum.	Targeted Carryover 8200



Planned Strategy/Activity	Proposed Expenditures
Technology based supplemental programs will be purchased to support and enhance the district adopted curriculum in both ELA, Math, Science, and Social Studies. These programs will support and reinforce grade level essential standards and compliment the distance learning model for instruction. These programs include, but are not limited to: Spelling City, Starfall, Mystery Science, Boomcards, Music Play, Scholastic, Moby Max, Brain Pop, etc.	Title I 20,000
Supplemental materials to enhance the district adopted curriculum in a blended learning or distance learning model will be purchased. In addition, supplementary materials will be provided that support students during our school wide tiered academic intervention. This includes materials that address students performing below grade level in ELA and Math and those students performing at or above their grade level; enrichment. Supplemental materials that support ELD instruction both integrated and designated will be purchased. These materials/items include, but are not limited to, paper and printer ink/toner to support supplemental programs, materials that support foundational reading skills, comprehension materials, literature units, materials to support foundational math skills, materials to support student engagement.	Targeted Carryover 15512

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Standard/Activity 1: Supplemental materials needed to enhance the classroom environment included ELA and math supplemental curriculum used for Tier 1, Tier 2, and Tier 3 intervention and extension and ELD instruction. In addition, essential classroom supplies were necessary so teachers could access supplementary curriculum from school printers, classroom laptops, and Chromebooks in order to support articulation, planning, and delivery of targeted essential standards to students during distance and blended learning. Additional supplemental materials needed to re-engage students during distance learning and blended learning were essential during this pandemic year. ELPAC data, Lexia, grade level common assessments, teacher opinion and evaluation of programs and program data were all used to determine the supplemental materials that best supported student achievement.

Standard/Activity 2: During this pandemic year, Ella was able to acquire 200 new Chromebooks to support distance learning from Cares Act funding. To prepare for the storage of these

Chromebooks, Ella purchased 15 classroom Chromebook carts. 8 Epson Projectors were purchased to replace older outdated technology to be certain classrooms can access SMART boards and project lessons from teacher computers. During distance learning, many Chromebook chargers had to be purchased to replace lost or broken chargers in order for students to access curriculum and attend school daily. Powerbar;extension cords were needed for each classroom when students returned to campus to support the charging of Chromebooks while in use for blended learning. Replacement of student headphones were needed for student concentration and privacy when completing work, assessments, assignments, etc. on Chromebooks. Standard/Activity 3: Contracts for service agreements on copiers were purchased to keep equipment in running order for student supplies and materials that extend beyond the core curriculum.

Standard/Activity 4: Ella continued to analyze supplemental technology curriculum data for its impact on student achievement. The use of such programs as, Brain Pop, Star Fall, Spelling City/ABC Vocabulary, Boom Learning, Scholastic, etc. have helped to support student achievement by increasing student engagement, appealing to different learning styles, enhancing or extending the district adopted curriculum, and providing individualized student programs, and in this pandemic year these programs supported distance learning.

Strategy/Activity 5: Supplemental materials needed to enhance the classroom environment included ELA and math supplemental curriculum used for Tier 1, Tier 2, and Tier 3 intervention and extension and ELD instruction. In addition, essential classroom supplies were necessary so teachers could access supplementary curriculum from school printers, classroom laptops, and Chromebooks in order to support articulation, planning, and delivery of targeted essential standards to students during distance and blended learning. Additional supplemental materials needed to re-engage students during distance learning and blended learning were essential during this pandemic year. ELPAC data, Lexia, grade level common assessments, teacher opinion and evaluation of programs and program data were all used to determine the supplemental materials that best supported student achievement.

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

Cares Act funding made it possible for Ella to use additional supplemental technology programs for distance learning. In addition, Cares Act funding was used to purchase or replace older, outdated teacher laptop and student Chromebooks, printers, etc. which in a typical year is a large technology purchase for Ella. Many additional supplemental materials were purchased this year to support distance and blended learning to meet the social, emotional, behavioral, and academic needs for all students in this unique learning environment.

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.

Every year the school will have Chromebooks and laptops that will no longer be eligible for updates and will need to be replaced, as well other older outdated technology equipment. Following this pandemic year and distance and blended learning, Ella will need to replace student Chromebooks that were stolen, broken, missing parts, and are no longer working effectively. Ella school will also want to continue to plan for Chromebook purchases to maintain a 1:1 ratio. Staff will evaluate supplemental technology programs and supplemental curriculum to determine what programs are best supporting student achievement and aligns to our school goals.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

### Goal 3

Ella Elementary staff are in a partnership with parents in educating their children. This is true now, more than ever, with the current COVID 19 pandemic and the distance learning model. Ella honors parental involvement and values this stakeholder contribution. We encourage parents to be involved with our campus and with campus activities. Although this is limited by the current pandemic, parents can continue to participate in district and school parent surveys, attend monthly virtual ELAC meetings, PTO meetings, become involved in Site Council, and DELAC. Communicating with parents is a huge piece in educating our Ella students and working as a team to support their students' academic growth in ELD, ELA and math essential standards. Parents are encouraged to give input in the development and evaluation of the SYPSA.

### Identified Need

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent sign in at monthly meetings (conferences, attendance, ELAC, SST, etc.) Attendance at school wide events Aeries attendance data Aeries communication (ALL CALLS) Parent surveys	Results on data indicators will show an increase in parent involvement: participating in surveys, attending ELAC, member of Site Council, increase PTO involvement, providing stakeholder input on SYPSA development and evaluation	In this pandemic year, many planned activities to encourage parent involvement and increase participation were not allowed due to health and safety protocols. Ella campus was not open to the public and campus access was limited for anyone not a staff member or student. Ella held monthly ELAC meetings on the 1st Monday of the month via Zoom. The date, time, Zoom link, and agenda were shared on the Ella website, Aeries communication, Ella newsletter, and by teachers and parent liaison. Ella Site Council encouraged new parent members in August 2020, but did not receive any new parent interest. During Distance Learning, communication with parents and guardians was a priority using Aeries communication, phone calls home, 1 on 1 appointments with parent and student for support, attendance meetings or phone calls, letters mailed home, flyers, parent surveys, etc. Administrators conducted home visits

when all other means of communication failed. Attendance continued to be monitored by A2A monitoring system. Attendance for students during distance learning was challenging. 436 out of 567 students had 90% or better attendance rates. 131 out of 567 had 89% or less attendance rate. A parent survey was made available on April 18, 2021 to gather input from stakeholders for the 21-22 school year. This survey asked parents about involvement in PTO, Site Council, support and interventions for students academically and socially/emotionally, activities on campus, support workshops for parents, etc.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Aeries Communication to be used to contact parents about important campus events, minimum days, days off of school, vacations, meetings, etc. . In addition, written communication is provided in two languages.	
Paper for notices/flyers for all parents with regards to events, meetings, campus activities, parent/student handbook, and learning opportunities offered at the school. Postage to mail important parent communication documents, flyers, or letters when necessary. Documents may include but not limited to: ELPAC, CAASPP, parent surveys, report cards, meeting notices, learning opportunities, campus events, etc.	Title I Parent Involvement 533
	Title I Parent Involvement 1520
Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.	Title I Parent Involvement 100
Parent support classes will be offered by trained staff to support parents in understanding the ELD standards, ELA/Math district adopted curriculum and essential grade level standards, distance learning platforms and other technology supplemental programs (tech support). Classes can be offered during the school day, after school via Zoom/Google Meets or in a classroom using social distancing protocols.	Title I Parent Involvement 500

## Annual Review

SPSA Year Reviewed: 2020-21

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.

Ella School scheduled 1 on 1 site based appointments, drop ins, and Zoom office hours to support students and parents during distance learning to help everyone better understand Google Classroom, how to submit work, how to access supplemental tech. programs, online district curriculum, and support parents with how to best support their students' academic achievement during this pandemic year. We continued to send all school communication via paper or Aeries Communication in both English and Spanish. All parent meetings were held virtually on Zoom and had a Spanish interpreter to be sure we do our best to communicate school business with all our parents and that their input is valued. Ella School Site Council meetings were also held virtually on the last Monday of each month with agendas and Zoom links sent out via email. DELAC meetings were also held virtually on Zoom. Student attendance was monitored by our A2A monitoring system and regular attendance conferences were conducted by phone or home visit by administration to support parents in getting students connected to distance learning or on campus for blended learning or 1 on 1 appointments. Ella School also produced a monthly newsletter for parents and the community. This letter was posted at the MJUSD office, Ella School site and uploaded to our Ella School Webpage. Ella School keeps an active school webpage for parents and the community and it is updated often. In addition, many teachers communicate with parents weekly via Class Dojo, Remind App., Google Classroom, Zoom, Google Meets, Go Guardian, email, phone calls or text, and newsletter.

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

Due to the Covid 19 pandemic, parent involvement and participation was very limited in the 20-21 school year. Campus was not accessible for non-staff members or students and Ella could not hold any large gatherings in order to follow all health and safety protocols in this pandemic year. All parent meetings were virtual on Zoom or Google meets and many parents were not comfortable with this format despite the schools best efforts to provide support in using online platforms.

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.

Ella School will encourage more parents to attend monthly parent meetings and they will be held both on campus (when allowable by health and safety guidelines) and virtually; meetings can also be recorded, posted on our website and viewed at a later time. Parents will be encouraged to hold leadership positions on PTO, ELAC, DELAC, and Ella Site Council. Our goal is to provide more opportunities on and off campus for parents to be involved in the education of their children. A parent survey was conducted in April of 2021 to get feedback from our parents as to ways we can support them and their students in the upcoming school year. Returning to a 5 day a week, regular schedule in the 21-22 school year, our focus is to support our parents in the education of their students.

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

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School: Johnson Park Elementary School

Principal: Tracy Pomeroy

### 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 May 20, 2021.

Principal's Signature: Tracy Pomeroy 5/20/2021

SSC Chair Signature: [Signature] 5/20/21

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### 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

All learners in all grade levels will improve their proficiency by 10% in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

### Identified Need

ELA and Math scores are below standard for all students. On the ELA indicator all students are 46.8 points below standard, but maintained 2.4 points. ELs are 51.5 points below standard and fell 2.9 points while the socioeconomically disadvantaged subgroup increased 3.9 points and are 46 points below standard. Hispanic students are 47.4 points below standard and declined 5.7 points. The white subgroup increased 10.8 points, but remains 51.2 points below standard. Math scores on the Dashboard look similar. On the math indicator all students are 54.5 points below standard, but maintained 2 points. ELs are 56 points below standard and fell 6.3 points while the socioeconomically disadvantaged subgroup increased 4.1 points and are 52.5 points below standard. Hispanic students are 55.2 points below standard and declined 8.7 points. The white subgroup increased 25.7 points, but remains 55.5 points below standard.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	85+ percent of students will show growth equivalent to one year by the end of the year assessments.	The final screening window has not closed as of the time of this review, so results are not as accurate as they will be after this evaluation is due; however, the results do not meet our expectations.
Grade level created common formative assessments based on grade level essential standards	Students will master the grade level essential standards.	This year with the bulk of instruction through distance learning, many of the grade level common formative assessments were not given. Teachers relied instead on the above screeners, the supplemental diagnostics and reports through Lexia. In an anecdotal view, surprisingly more students grew than were expected to based on the difficulties with distance learning.
Assessments/Growth from Supplemental Materials/Resources such as Lexia, Prodigy, etc.	Students will show growth towards mastery of grade level essentials standards.	Our site used Lexia for supplemental and independent work for ELA. Not every student took advantage of the opportunity, although all were offered and encouraged to do so, with teachers even going so far as requiring so many minutes a day as part of their classwork. Nevertheless, only 303 of 411 current TK-5 students actually logged in and did

		<p>work at some point throughout the year. Results were fantastic in grades TK-1. In Transitional Kindergarten, we began the year with 0% of students below grade level; we began with 67% in grade level material (GLM) and 33% above grade level and currently have 100% above grade level. In Kindergarten, we began the year with 39% below grade level and currently have 0%; we began with 59% in grade level material and currently have 63%. We began with 2% above grade level and currently have 37%. In 1st grade we began the year with 60% below grade level and currently have 26% below grade level; we began with 40% in grade level material and currently have 40%. We began with 0% above grade level and currently have 35%. In 2nd grade we began the year with 82% below grade level and currently have 74%; we began with 18% in grade level material and currently have 21%. We began with 0% above grade level and currently have 5%. In 3rd grade we began with 79% below grade level and currently have 64%; we began with 18% in grade level material and currently have 18%. We began with 3% above grade level and currently have 18%. In 4th grade we began and are currently at 78% below grade level; we began with 20% in grade level material and currently have 18%. We began the year with 3% above grade level and currently have 5%. In 5th grade we began the year with 82% below grade level and currently have 79%; we began with 18% in grade level material and currently have 21%. We began and currently have 0% above grade level. It has been reported by some teachers that students in the upper grades do not like using Lexia as it is not age appropriate. Next school year we will be using Reading Plus for the upper grades.</p>
ELPAC Testing	We will move to 60% of ELs in Levels 3 & 4.	<p>Due to COVID, the ELPAC was suspended for the 2019-2020 school year. The data that is being reviewed is incomplete. The ELPAC scores have not been returned for the 2020-2021 school year, however, our school had a 100% completion of the ELPAC test. Out of the 149 EL students, only 78 took the ELPAC in the 2019-2020 school year. We did not meet this goal based on the incomplete ELPAC data. We do have 47% of our EL students at levels 3 &amp; 4, with 46% at level 2 and 6% at level 1. With the district's most recent FPM</p>



		findings about our lack of a district wide EL Program/Plan, there are already changes being made at the district level that will help us at the site level for next school year.
California Dashboard Data in ELA and Math	We will see an overall increase in students meeting or exceeding ELA and Math proficiency of 5%.	There is no change because we have now gone two years without new data.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
This position will be assisting the office with keeping families connected and who are having difficulty participating in Distance Learning and will also be tasked with making connections with the entire student body through multiple means both while Distance Learning and upon students' hopeful return to classrooms. When students are on campus, this position assists with triaging discipline, runs student groups, counsels students, mediates with students, etc. This position will also provide our Spanish speaking families with a contact on site to assist them with all aspects of education.	Title I 45,042.00
Increase and provide consistent ELA instruction as well as provide further intervention. Provide support for classes during their ELA workshop time to maximize ELA instruction for all students. Provides targeted intervention using SIPPS as well as district approved curriculum. Provide (2) 3.5 hour para educator to provide assistance to the classroom teacher providing ELA instruction. While we are in Distance Learning, para educators will also provide further intervention, create learning packets as well as assist with assessments.	Title I 31,573.78 Title I Carryover 2,000.00
Increase school wide literacy by improving resources in the library, utilizing Lexia, Reading Plus and AR as classroom resources, increase literacy through actively engaging students in meaningful and well planned lessons promoting all areas in literacy. Funding will also be put in place to purchase more books for the library. Provide a 6 hour per day Literacy Resource Technician that will ensure the library is accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in the classroom. 4 hours funded by site, 2 hours funded by the district. The LRT will be responsible for all functions of the school library and will run the AR program. LRT materials and supplies to increase student literacy. The LRT will also be assisting	Targeted 14,745.12 Title I 7207.00 Targeted Carryover 3,500.00 Title I Carryover 793.00 Title I Carryover 21,681.12

Planned  
Strategy/Activity

Proposed  
Expenditures

families with technology and connectivity issues during Distance Learning.

Title I funding is being directed to purchase additional AR titles to extend the library collection and provide current titles to entice students' desire to read. Supplemental texts to support the core curriculum will also extend classroom learning. AR titles are leveled to assist struggling readers in identifying appropriately leveled books to match students' reading ability while building their reading confidence and enjoyment.

Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, restorative justice, data analysis and quite possibly because we are on Distance Learning, we need to provide some professional development for our staff to meet the challenges of educating our students in a different paradigm than most teachers and students are accustomed to learning. There are several companies offering virtual and distance trainings for teachers and classified staff that we can tap into to help our students gain as much as possible from a less than ideal learning situation. Training and conferences to support the PLC process and restorative justice practices. Collaborate with teachers from other sites to share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools).

Title I 5,000.00

Provide supplemental instructional materials to improve instruction, align the curriculum with standards and provide students with extended learning opportunities. This will include supplemental Math, ELA, science, art and social science supplemental books, materials and supplies.

Targeted 21,967.88

Targeted Carryover 13,360.00

Provide Technology equipment for classrooms, (Chromebooks, PCs, iPads, laptops, printers, monitors, LCD projectors and Smartboards) to help assist students with learning technology components of key standards and for intervention opportunities. This will allow us to equipped to deal with the possibility of continued Distance Learning beyond the 2020-2021 school year. These funds will be available to repair, replace or purchase other instructional technology, such as document cameras, microphones and cameras to make aged desktops compatible with Zoom and Google Meets, etc.

Targeted 22,100.00

Provide support through hiring para educators for kindergarten- 3rd grade classes. These positions will

Title I 41,013.12

Planned Strategy/Activity	Proposed Expenditures
provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math. These para educators will provide further intervention, help create learning packets as well as assist with assessments.	Title I Carryover 33,986.88
Supplemental online programs reinforce grade level essential standards. Online programs are intuitive and help diagnose individualized student mastery. Leveled and intervention strategies are supported by the program. Programs include: Seesaw and Spelling City	Title I 8,577.10
Supplemental online programs reinforce grade level essential standards. Online programs are intuitive and help diagnose individualized student mastery. Leveled and intervention strategies are supported by the program. The reading program, LEXIA will provide this type of support.	Targeted 11,900.00
We will provide copying supplies, as well as maintain copier machine contracts/maintenance for supplemental direct instruction.	Targeted 10,000.00
	Targeted Carryover 4,000.00
SWIS tracks and summarizes student behavior data to support PBIS decision making. Data helps Johnson Park make effective and efficient decisions aligning to the PBIS framework and providing needed data for both universal screening as well as progress monitoring. SWIS reports allow our team to review school-wide referral patterns and define behavior patterns in greater detail.	Targeted 350.00
Books to fuel our vending machine will help bridge the gap between literacy and engagement. Students earn AR points allowing them to qualify for a token at established AR point intervals. Tokens will be awarded in classroom/school ceremonies to encourage and motivate students to read increasing vocabulary, comprehension, and fluency.	Targeted 2,000.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Overall there have been improvements in all grades in both ELA and math performance. This data is from STAR ELA and math assessments: ELA the overall growth rate was 0.6. In math the overall growth rate was 0.8.

In the Lexia reading program, at the beginning of the year, Johnson Park was 76% below grade level and 22% at grade level. At the end of the 19-20 school year, Johnson Park scored 34% below grade level, 39% at grade level and 27% above grade level.

2018-2019 CAASPP data: For ELA 46% standard not met, 24% standard nearly met, 21.5% standard met, and 8% exceeded standards, which indicates some growth. In math, Johnson Park scored 38.5% standard not met, 36.5% standard nearly met, 18% standard met, and 6% exceeded standards in Math, which indicates some growth.

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 addition of paraprofessionals and a temporary student support specialist provided learning support at more in-depth level.

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

This goal will remain the same for the 20-21 school year.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

The staff at Johnson Park will work to continue promoting PBIS as a school wide program promoting a safe school environment that is both physically and emotionally safe. Staff will continue strong implementation of PBIS Tier II and will work to begin Tier III interventions for student supports. Johnson Park will also continue to recognize all stakeholders in the school setting and will provide supports to all students, staff and families to promote a safe environment for all.

## Identified Need

Student discipline and absenteeism is higher than it should be. Providing a more nurturing, positive and uplifting environment where students have the opportunity to grow emotionally and to improve their attendance is needed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS and AERIES incidents, referrals and suspensions	The number of referrals and days of suspension will decrease.	Due to the majority of the school year being distance learning, there were no suspensions.
Attendance	Monthly/yearly attendance will improve to at least a 95.6% average.	We exceeded this goal with a yearly attendance average of 97.6%
Student Recognition	A higher percentage and more diverse group of students will be recognized for academic, character trait and attendance awards.	Teachers held virtual trimester award ceremonies where students received academic and citizenship awards. 90 students were awarded the Perfect Attendance Award for the first and second trimesters.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Provide opportunities for students to take ownership in the school culture through various activities such as Student Council with school and community service, recess rangers to improve playground culture, students helping with arrival and dismissal, and community events at school.	
PBIS assemblies/Sami Circuit On Demand Program to support and increase student attendance, increase grades and create a positive culture on campus. The	Targeted 3,000.00

system will reinforce the positive behavior expectations and recognize increased academic performance and an increase in attendance. Sami Circuit On Demand allows teachers to upload videos on their Distance Learning platforms providing students with SEL lessons, positive self-affirmations and physical education workouts.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Suspensions for the 19-20 school year improved 51% compared to the 27% improvement rate in the 2018-2019 school year. This is a celebration. Building positive relationships, establishing clear expectations, increased supervision before school, during recesses, and after school helped to maintain a significant decrease in the amount of suspensions this school year. Communicating with parents regarding behavior issues was beneficial. The continued implementation of PBIS was a contributing factor as well.

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 is no major difference.

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

This goal will remain the same for the 20-21 school year.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

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

## Goal 3

Johnson Park will provide more information and communication with families to help increase parent, family, and community involvement in the education of all students. Parents will be given multiple opportunities to participate, support and ask for assistance from the school staff to help guide students to success.

## Identified Need

Increase parent involvement in school activities, in the classroom and on field trips. Increase awareness of classroom and school policies and procedures.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fingerprinting	We hope that we will increase by at least 10 parents being fingerprinted during the year compared to the year prior.	Due to COVID, parents were not able to be fingerprinted.
Number of participants at family events	We hope to have an increase of 50 parents attend/participate at family events.	Due to COVID, school and family events were conducted either via Zoom or drive-thru events. We had approximately had 100 families attend the Fall Festival Drive-Thru Event.
AERIES Communication	We hope to incorporate live message recordings using the new communication system in both English and Spanish.	AERIES Communication was used throughout the school year in both English and Spanish to communicate events, meetings, parent/teacher conferences, awards ceremonies, changes or updates in distance learning/hybrid models/schedules and other school-related announcements.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level. School will sponsor a limited number of parents by providing partial fingerprinting for parents to participate in school activities.	Title I Parent Involvement 1,500.00

Support the creation, production and dissemination of a monthly Newsletter for parents. This school year we will incorporate articles written by students.

Title I Parent Involvement 196.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Parent involvement was higher in the 19-20 school year than in 18-19 school year as evidenced by increased attendance at the ELAC, Annual Title I meetings, Site Council meetings, and school events.

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

In October 2019, the district changed the fingerprinting policy. Parents were no longer able to go through the MJUSD Personnel Department to get fingerprinted. Parents were instructed to go through the Sheriff's Office or UPS. Reimbursing parents became more difficult as a result of this change in policy.

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

This goal will remain the same for the 20-21 school year.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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 2020-21, English Language Learners at Johnson Park will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2020-21 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%	100% Textbook Availability
Adequate Facilities	100%	Overall Rating on Facilities-Fair
Correctly Assigned Teachers	100%	100% Correctly Assigned Teachers
(Subject Areas and EL Authorizations)	EL Yellow	CAASPP and ELPAC test scores for the 2020-2021 school year have not been released as of the time of this review.
Overall CAASPP (ELA) Grades 3-8 and 11	EL Yellow	Overall ELPAC Level 1 6% (5)
Overall CAASPP (Math) Grades 3-8 and 11	13% (6)	Overall ELPAC Level 2 46% (36)
Overall ELPAC Level 1	23% (26)	Overall ELPAC Level 3 37% (29)
Overall ELPAC Level 2	32% (43)	Overall ELPAC Level 4 10% (8)
Overall ELPAC Level 3	24% (51)	Reclassification: 7 students
Overall ELPAC Level 4	7.8% (30)	Chronic Absenteeism: No data available
Reclassification	Maintain or Improve	Total Suspensions: 0
Chronic Absenteeism	Green or Blue	
Suspension Rate	Decrease	
	Orange or Yellow	

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
4.1 Effective Classroom Instruction: Provide designated ELD instruction to all English Learners and	

Planned  
Strategy/Activity

Proposed  
Expenditures

instruction in integrated ELD in other academic goal areas that are completed by the school.

4.2 Lesson Planning, data analysis, and professional development

4.3 To build parent capacity by providing some type of Parent Institute for our EL families where we can provide support, training and provide opportunities for families to become involved.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Due to COVID-19 school closures, testing was not available.

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

Due to the COVID-19 school closures, the intended plan for implementation of this goal was interrupted.

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

This goal will remain the same for the 20-21 school year.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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 5

All learners in all grade levels will improve their proficiency by 10% in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

## Identified Need

ELA and Math scores are below standard for all students. On the ELA indicator all students are 46.8 points below standard, but maintained 2.4 points. ELs are 51.5 points below standard and fell 2.9 points while the socioeconomically disadvantaged subgroup increased 3.9 points and are 46 points below standard. Hispanic students are 47.4 points below standard and declined 5.7 points. The white subgroup increased 10.8 points, but remains 51.2 points below standard. Math scores on the Dashboard look similar. On the math indicator all students are 54.5 points below standard, but maintained 2 points. ELs are 56 points below standard and fell 6.3 points while the socioeconomically disadvantaged subgroup increased 4.1 points and are 52.5 points below standard. Hispanic students are 55.2 points below standard and declined 8.7 points. The white subgroup increased 25.7 points, but remains 55.5 points below standard.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math	Growth for 20-21 by 20 points overall	CAASPP test scores for the 2020-2021 school year have not been released as of the time of this review.
CAASPP ELA	Growth for 20-21 by 20 points overall	CAASPP test scores for the 2020-2021 school year have not been released as of the time of this review.
STAR ELA	Growth of 1.0 overall	We did not meet this goal based on our STAR ELA data. The average overall growth was 0.3.
STAR Math	Growth of 1.0 overall	We did not meet this goal based on our STAR Math data. The average overall growth was 0.4.

## Strategies/Activities for Goal 5

Planned  
Strategy/Activity

Soaring to Success (S2S) is an after school academic program to assist students who are performing below grade level in ELA and math. Instruction will be targeted to address specific standards. Regular

Proposed  
Expenditures

Planned Strategy/Activity	Proposed Expenditures
assessments will monitor progress of students participating in extended learning time.	
Redesigning classrooms to maximize academic interventions when health and safety guidelines allow. Classroom sets of high interest library books will ignite lifelong learning in students and foster the fundamental skills that transcends all aspects of education. Classrooms will be redesigned to create flexible intervention spaces to open the classroom and encourage more collaboration and interaction between students, be more conducive to cooperative learning or small group work, and positive impact behaviors.	CSI 75,666.17
Temporary para educators were hired to provide intervention support through CSI funds. These positions provided instructional support to classroom teachers through individual, small group and whole class support. Distance learning makes push in interventions challenging. The temporary positions were eliminated as the CSI funding timeline is expiring. The position end dates were 8-19-2020 and 9-5-2020.	CSI 2,692.54

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Johnson Park exited Comprehensive Support and Intervention (CSI) status based on the most recent CAASPP data. Johnson Park made improvements in all grades in both ELA and math performance. This data is from STAR ELA and math assessments: ELA the overall growth rate was 0.6. In math the overall growth rate was 0.8.

In the Lexia reading program, at the beginning of the year, Johnson Park was 76% below grade level and 22% at grade level. At the end of the 19-20 school year, Johnson Park scored 34% below grade level, 39% at grade level and 27% above grade level.

2018-2019 CAASPP data: For ELA 46% standard not met, 24% standard nearly met, 21.5% standard met, and 8% exceeded standards, which indicates some growth. In math, Johnson Park scored 38.5% standard not met, 36.5% standard nearly met, 18% standard met, and 6% exceeded standards in Math, which indicates some growth.

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

Due to the COVID-19 pandemic and school closures, Johnson Park was unable to implement the Soaring to Success after school academic program, however, after school tutoring did occur prior to the school closures.

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.

CSI funding will expire in 2021. The remaining funds will be used to fund a para educator position, increase classroom libraries, provide after school tutoring and enrichment activities, and create flexible learning arrangements in the classrooms to help increase student achievement.

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

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School: Kynoch Elementary School

Principal: Derek Morrison

### 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 5/27/2021.

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

To provide Kynoch students with high quality first instruction, ensure Kynoch teachers participate in the collaborative PLC process, and that appropriate support systems are in place to meet the academic needs of all Kynoch students.

## Identified Need

Working through the SPSA evaluation, it became apparent that we needed to continue our focus on strengthening instruction and on fine-tuning our intervention and enrichment processes, keeping in mind that the school closures last spring and the opening of school this year via distance learning will present its own set of challenges.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	80+ percent of students will show growth equivalent to one year by end of the year assessments.	At the time of writing this review, the final screening window has not closed and therefore the results are not as accurate as they will be after this evaluation is due. Based on the data that has been collected at this point, we did not meet our set expectations. Using STAR Reading, 75.5% of our 2-5 grade students who have at least two screening scores remained in the same district benchmark level or showed growth. 52.2% remained in the same level; 16% gained one level; 16% gained one level; 5.4% gained two levels and 1.8% gained three levels. In STAR Math, 72.7% of our students 2-5 grade who have at least two screening scores remained in the same district benchmark level or showed growth, 55% remained in the same level; 10.9% gained one level; 5% gained two levels and 1.8% gained three levels. Planning for the next school year, we will need to revise the metrics since what we are looking at in this data is not what we were hoping to see.
Grade level created common formative assessments based on grade level essential standards	At least 50% of our students will master the grade level essential standards.	Since the majority of instruction this year was delivered via distance learning, many of the grade level formative assessments were not given. Teachers



		<p>relied mainly on the data that was gathered from end of chapter/unit tests in reading and math. We feel that the data collected was not true to what our students truly can demonstrate since the testing environment was not controlled.</p>
<p>Assessments/Growth from Supplemental Materials/Resources such as Moby Max, Reflex, Prodigy, etc.</p>	<p>All students will show growth towards mastery of grade level essential standards.</p>	<p>At our site this year, we utilized multiple programs for supplemental and independent work. Lexia and Waterford were used for ELA and Reflex was used for Math. Sadly, not every student took advantage of the opportunity even though it was encouraged by the classroom teacher going so far as making it part of their daily assignments. For Reflex, 504 of our 689 students enrolled used the program (3 from 1st grade, 152 from 2nd grade, 118 from 3rd grade, 188 from 4th grade, and 43 in 5th grade). Since only three students from 1st grade used the program, that data will not be included here. In second grade, 127 students scored in the 0-49% group to start the year and 73 students finished the year in that group. Five students scored in the 50-79% group to start the year and 43 students finished the year in that category. Zero students started in the 80-94% but 11 students finished the year in that category. In the top group of 95-100%, 3 students started the year in that group and 8 students finished the year in that category. Overall for 2nd grade, 11.5% was the starting fluency score and at the time of writing this evaluation, 47.3% was group average fluency. In third grade, 98 students scored in the 0-49% group to start the year and 26 students finished the year in that group. Five students scored in the 50-79% group to start the year and 49 students finished the year in that category. Two students started in the 80-94% but 14 students finished the year in that category. In the top group of 95-100%, 2 students started the year in that group but 11 students finished the year in that category. Overall for 3rd grade, 15.4% was the starting fluency score and at the time of writing this evaluation, 59.8% was group average fluency. In fourth grade, 64 students scored in the 0-49% group to start the year and 19 students finished the year in that group. Fifty-four students scored in the 50-79% group to start the year and 53 students finished the year in that category. Nineteen students started in the 80-94% but 26 students finished the year in that category. In the top group of</p>



		<p>95-100%, 38 students started the year in that group but 77 students finished the year in that category. Overall for 4th grade, 57.6% was the starting fluency score and at the time of writing this evaluation, 76.4% was group average fluency. In fifth grade, 22 students scored in the 0-49% group to start the year and only 4 students finished the year in that group. Seven students scored in the 50-79% group to start the year and 11 students finished the year in that category. Two students started in the 80-94% but 6 students finished the year in that category. In the top group of 95-100%, 11 students started the year in that group but 21 students finished the year in that category. Overall for 5th grade, 51.7% was the starting fluency score and at the time of writing this evaluation, 80.2% was group average fluency.</p> <p>Lexia was new to our site this year and not as many teachers utilized the program as we had hoped. The district provided the subscription and they will continue it next year. The staff has been made aware that this is the direction that we will be heading and were encouraged to attend any trainings offered to help them become familiar with it. Waterford was used in our TK-1st grades and also for some extreme intervention students. In grades TK- 3rd, we had a total of 169 students accessed the program, accumulating 61,067 minutes on the program. This program was a one year agreement with teachers and the focus will be to utilize Lexia and the components that it offers. This is a program that the district wants schools to use so we will participate and use that data collected to drive our instruction.</p>
ELPAC Testing	Our goal is to have 70% + of ELs in Levels 3 & 4.	<p>We did not meet this goal based on our most current ELPAC data. Before schools were shutdown last year, we were able to test 45 of our 88 EL students. 28% of those tested scored three or four on the ELPAC. 23% of our EL students scored a two and 12.5% scored a one on the ELPAC. With the recent FPM findings about our lack of a district wide EL Program/Plan, there are already changes being made at the district level that will help us at the site level for next year</p>

California Dashboard Data in ELA and Math

We will see an overall increase in students meeting or exceeding ELA and Math proficiency of 5%.

There is no change in because we have now gone two years without new data.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
1.1 We will hire instructional assistants to assist teachers with direct instruction, small group intervention/enrichment, assessments, etc. We will also utilize one instructional assistant to provide direct instruction of technology and to help us in our collection and use of site level data.	Title I 111,039
	Title I Carryover 1,500
1.2 We will supplement the 2 hour Literary Resource Technician position paid through LCAP funds to make it a 7 hour position. The LRT will be responsible for all functions of the school library and will run the Accelerated Reader program.	Targeted 42,800
1.3 We will continue to provide staff with access to staff development, training and conferences that focus on ways to improve student academic achievement. Examples of such are PLC Conferences, PBIS Conferences, trainings designed to help us better reach portions of our student population, etc.	Targeted Carryover 22,000
	Title I Carryover 8,000
1.4 We will ensure that classroom technology, used for daily work, various assessments, interventions and enrichments, is up to date and in working condition, replacing it when it is not.	Title I 22,606
	Targeted 2,000
	Title I Carryover 50,042
1.5 We will maintain copier machines leases/maintenance and purchase copy paper for interventions, enrichment, and daily classroom instruction.	Targeted 15,000
	Targeted Carryover 2,300
1.6 We will provide supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, and art supplies.	Targeted 14,732
	Title I 5,000
	Targeted Carryover 5,690
	Title I Carryover 16,201
1.7 We will provide all students access to library materials by adding more titles to our inventory as well as replacing aging texts.	Targeted 12,000
1.8 We will purchase subscriptions to online learning platforms ie. Moby Max, Reflex, Waterford, etc. to supplement the district adopted core curriculum.	Title I 2,500

## Annual Review

## SPSA Year Reviewed: 2020-21

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.

In year one of an administration team that are in new positions, our school put everything they had in to implementing the strategies/activities designed to help us achieve the goals in our SPSA. For the goal of providing our students with high quality first instruction, ensuring our teachers participate in the collaborative PLC process, and that appropriate support systems are in place to meet the academic needs of all of our students, we fully implemented the strategy of utilizing instructional assistants and substitute teachers to assist teachers with direct instruction, small group intervention/enrichment, assessments, etc. The strategies looked different this year since the majority of our interventions and additional support were provided via distance learning. When we received the green light to bring students back on campus, our team was ready to work with them and provide each individual student what they needed to show growth. This strategy supported the portion of the goal (1.1) calling for appropriate support systems to be in place to meet the academic needs of all Kynoch students. It is in our best interest to continue this strategy/activity and to continue to sharpen our focus with it, so that our students benefit even more. The strategy of supplementing the Literary Resource Technician position (1.2) to make it a more "whole" position is important for a school of our size (students). Faced with the obstacles that Covid presented in regards to sharing materials like library books, our LRT continued to emphasize student reading and to provide students a resource who will help them discover books and series aligned with their interests at or just above their reading levels to continue to push them to grow. Providing staff with professional development, training and conferences (1.3) designed on improving academic achievement looked very different this year since many conferences were cancelled or held virtually. MJUSD hired Alicia Wright to work with the Educational Services department this school year. She created many opportunities for teachers to attend staff development in the areas of technology in the classroom. Many of our teachers took advantage of these opportunities and it was reflected in the teaching strategies that they implemented this school year. Classroom technology (1.4) underwent a MASSIVE overhaul with teachers working from home during the shutdown, we were able to purchase new laptops, extra monitors, new document cameras, desktops, cameras to conduct virtual meetings, microphones, and speakers. We also purchased 16 new laser projectors to replace the aging projectors that we are currently using. 1.6. We were also able to help staff members with materials that would enhance the learning environment in their classrooms and bring the fun back to learning. We were also able to commit over \$12,000 to our library circulation (1.7). Finally, we were able to offer online learning platforms like Waterford, MobyMax, and Reflex to assist our teachers with providing support for students where they need it the most (1.8). There is additional analysis in the above Actual Outcomes sections.

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

We were able to implement the strategies/activities of this goal well. For next year, if the proposed LCAP is adopted, we should look at potentially increasing our expenditures in the strategy/activity of Instructional Assistants and then being more specific in what our expenditures might look like in the strategy/activity of supplementary materials, resources and supplies.

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.

As mentioned in the Actual Outcomes section and in the two sections above, there will be changes made to some of the metrics and to some of the strategies/activities in this goal. As we prepare to reopen in the fall with new guidelines that are still unknown to us, we are not in a position just yet to make such changes with certainty.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

To provide Kynoch students with an understanding learning environment with clear expectations and processes in place to help them meet those expectations.

## Identified Need

Working through the SPSA evaluation, we discovered that the strides that we made with Social Emotional Learning and Counseling helped our school culture. These continue to be needs for our school. The district LCAP will continue to provide part of the Counseling piece for the 2020-21 school year. We will continue to utilize our Student Support Specialist positions and our Student Services Coordinator position and continue our focus on PBIS and consistent use of TOOLBOX (SEL curriculum) school-wide along with Restorative Practices.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
AERIES incidents, referrals and suspensions	The number of referrals and days of suspension will decrease.	Due to the school year that we had this year, the number of referrals and suspensions were obviously lower than previous years. We anticipate that this will not be the case when we return next year but we are making the necessary arrangements to make sure that we decrease the number of referrals and suspensions compared to a normal school year. We plan on focusing our efforts on SEL strategies like Toolbox and Restorative practices to continue the trend toward improved school discipline numbers.
Attendance	Monthly/yearly attendance will improve to at least a 95.6% average.	We did not meet the expected outcome this year which is not surprising based on the lack of engagement that teachers struggled with throughout the year. Our monthly average up to the point of writing this evaluation was 93.3% for the 2020/2021 school year.
Student Recognition	A higher percentage and more diverse group of students will be recognized for academic, character trait and attendance awards, monthly.	We began to recognize at least two academic and two citizenship award winners from each classroom on a monthly basis. A part of our hallway was painted over the summer to be used as an area to recognize these award winners. For the upcoming school year,



		the administration team will use social media and other outlets to celebrate the hard work of our students.
Staff and Student Surveys	A higher percentage of students will report feeling more physically and emotionally safe at the end of the 2020/2021 school year and fewer staff will report that discipline/behavior is our greatest issue.	We have no data in this area because the administration team did not create and distribute any formal surveys. Q & A times were part of each staff meeting, leadership meeting, and PBIS meeting, allowing the staff to have a chance to share what is going on at their grade levels or in their classrooms. The administration team will work on following through with creating and distributing formal surveys to staff and students at least three times next school year.
Student Participation in Groups with Student Support Specialists	More students will be run through groups with the Student Support Specialists and the follow-up from their teachers will be that their behaviors are changing for the positive.	Our Student Support Specialists knocked it out of the park this year. They performed 86 SST meetings for 52 different students. Seventeen COST meetings were held for 16 students and as a result of those meetings, they were able to set up interventions for teachers and support staff to use to assist students in academics or SEL. Everytime that they were asked to meet with students, the answer was always a resounding "Yes." They have helped a number of students get reengaged with school and see it as a place where the adults care about them and want to see them succeed.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 We will provide a 25% Elementary Student Services Administrator who will oversee the school-wide continued use of TOOLBOX SEL Curriculum, Restorative Practices, will work directly with students on behavior and academic goals, and will work with support staff on student attendance and recognition.	Targeted 31,000
2.2 We will provide multiple Elementary Student Support Specialist positions to work with students on behavioral issues, to run groups with students, to work with families of students, and to work with the Counselor, Elementary Student Services Coordinator and School Psychologist in serving student needs.	Title I 106,000 Title I Carryover 4,700
2.3 We will continue to focus on PBIS school wide. One way we will accomplish this is by providing a weekly Kynoch News program to share with the school community expectations, happenings, upcoming events, PBIS recognition, and other student recognitions that highlight positive behaviors.	Targeted 5,000

2.4 We will continue to focus on PBIS and Restorative Practices school-wide. We will purchase banners and posters that promote our PBIS program and expectations.

Title I Carryover 7,000

## Annual Review

### SPSA Year Reviewed: 2020-21

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 strategies/activities implemented towards achieving our goal of providing our students with an understanding learning environment with clear expectations and processes in place to help them meet those expectations were providing a 25% Elementary Student Services Coordinator, providing multiple Elementary Student Support Specialists and to continue focusing on PBIS school-wide. Our ESSC worked with staff on the effective roll out of the everchanging attendance accountability pieces, worked with students on behavior and academic goals once school reopened, and with support staff on student attendance and student recognition. We made certificates for students monthly, celebrating the work that they did academically and incorporating the Toolbox tools as a good citizen. We displayed the award winners on our newly painted "Wall of Fame" near our cafeteria. Our ESSC also met with students regularly to assist them in returning to school after the pandemic. Our ESSCs worked directly with our students on behavioral issues, ran groups with students, worked with families, supported the Counselor and the School Psychologist, conducted over 100 home visits, provided families with interactive daily calendars to help our at risk students stay engaged with their class. and interfaced with our community to bring sponsors for our clothes closet and other projects on site, coordinated our Read Across America week and assisted teachers with making parent contact.

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

Due to the pandemic and the situation we were in with hybrid learning and distance learning, the typical behavior issues were almost a non issue. The issues that we were faced with centered around engaging our students and maintaining relationships through it all. Our Student Support Specialists in tandem with our attendance clerk worked diligently with teachers who were concerned about students who were not engaging. A lot of the data that we have that would show the effectiveness of their efforts is informal, anecdotal notes. Hopefully, with the help of the district, we will be able to gather data that will guide our efforts in providing support to those who need it. An additional area we would like to focus on is that of student recognition. We would like to continue highlighting TOOLBOX /PBIS recognitions, but we would also like to ramp up academic recognitions at each grade level, whether they be for achieving set goals, making improvement or for mastery of standards/concepts. Celebrating successes more regularly will help shift the perspective of our school community to one that celebration comes to more naturally. All three of

our strategies/activities towards achieving the articulated goal were effective and will continue with the minor changes discussed in the the Actual Outcomes and in the Analysis sections.

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 pandemic has brought some positive change to our school believe it or not. We have in front of us an opportunity to create a culture and redesign how we provide a top tier program here at Kynoch. As this goal really hinges on school culture, each of the metrics selected is an important part to assess. We will be narrowing our focus and being more explicit in what we want to measure next year--i.e. a continued focus on SEL programs like TOOLBOX and Restorative Practices, refining the Student Recognition metric to reflect exactly what we want to see and we will be more vigilant about conducting a beginning of year, a midpoint check and an end of year staff and student survey to measure perception of school culture.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

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

## Goal 3

Increase and improve parent, family and community involvement at Kynoch Elementary School.

## Identified Need

Working through the SPSA evaluation, it became apparent that we need to continue to increase and improve parent involvement. The TOOLBOX program has a component for Parent Nights and handouts for each piece of the curriculum that students receive. We began in the spring of 2019 running volunteer trainings for parents and community members who wanted to volunteer in the classroom or on field trips. Due to Covid-19 restrictions we will create and implement an online training session for parents and community members who still want to be involved in the school, even though parent involvement will look very different this year. We will continue to offer Saturday Schools for discipline and attendance that will have a parent component where we cover the TOOLBOX as well as the importance of attendance, good behavior, and ways that families can work with us in helping their children learn and grow.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Volunteer Trainings and TOOLBOX Parent Nights	We hope that we will exceed 50 parents to participate in both the Volunteer Trainings and the TOOLBOX Parent Nights.	Due to Covid restrictions, we were unable to hold in-person Toolbox Parent Nights. We will be focusing our efforts on connecting with our parents and scheduling monthly parent nights focused on SEL strategies for the next school year.
Saturday School Parent Component	We hope that we will have at least 40 families attend this component throughout the 2020-2021 school year.	We were unable to hold Saturday School opportunities due to Covid restrictions.
Parent Surveys	We hope that more parents will complete the end of the year survey and also that we will have more interaction with parents through the daily use of the Parent Institute Daily Tips on Facebook (this year we will track the number of views).	As mentioned earlier in this evaluation, engaging the parent community with surveys has not happened this year. At the beginning of the year, Kynoch was communicating with the families on a weekly basis. Parents began to complain that it was too much information from the school and became disengaged with the communication process. We will be looking into how we can improve our communication and feedback from our parent group.

## Strategies/Activities for Goal 3

### Planned Strategy/Activity

3.1 We will increase positive communication with parents, families and communities by continuing to utilize the Parent Institute Daily Tips on our school Facebook page and will increase our usage of the page to drive communication.

3.2 Using Parent Institute as a resource, we will provide all stakeholders with printed copies of monthly newsletters as well as posting it to social media and our school website to help increase parent participation in activities that bring parents on to campus.

### Proposed Expenditures

Title I Parent Involvement 924.00

Title I Parent Involvement 2,134

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

As mentioned earlier in this survey, this school year did a number on our goals with parent involvement. Due to Covid protocol restrictions, we were unable to implement many of the activities that we had planned to like Movie Nights, Toolbox Training Nights to name just a few. We did make an attempt at the beginning of the year to communicate with families on a weekly basis using our online Aeries platform but close to the beginning of November, the level of engagement dropped significantly due to the amount of messages that were being sent out by the district as well. The damage was already done when we tried again in late January/early February to re engage our families. Only a small number of parents participated in the "voluntary" parent surveys that we sent out which was disappointing. Parent institute tips of the day seemed to be the way that parents interacted with the school and we will look into ways of using social media more to improve our level of engagement with our parent group.

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

Monies budgeted for these strategies were minimal (as Title One Parent Involvement is a minimal allocation), but were well utilized. We will continue to implement what has been working for us and refining what doesn't or finding new strategies/activities that do.

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 two largest changes that we will be making to this goal are in the area of a stronger presence on social media and Parent Surveys. We need to have a more consistent, fun, and accessible to all

presence on social media and create a beginning of the year, midyear check and end of the year parent survey so that we have actual data to share with parents. The three areas we believe this survey should focus on are school culture, academics and parent involvement.

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# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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 4

To help reduce the learning loss that our learners experienced during distance learning in the 2020/2021 school year, targeted students will be provided additional intervention opportunities over a three week period that will focus on literacy skills, mathematics, and STEAM activities.

## Identified Need

Based on report card data and common formative assessments, it became apparent that we needed to provide additional opportunities for our learners to help reduce the learning loss that they experienced during distance learning in the 2020/2021 school year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Screeners (STAR Early Literacy, STAR reading and math, ESGI, Lexia)	80+ percent of student s will show growth equivalent to one month by the end of the intervention assessments	At the time of writing this evaluation, our Summer Bridge program has not started. Data will be collected at the beginning and end of the Summer Bridge program and will be analyzed at the beginning of next school year.
Grade level created common formative assessments based on grade level essential standards in the foundational skills of literacy, number concepts, and writing conventions.	At least 50% of our students will master the grade level foundational skills in literacy, number concepts, and writing conventions.	At the time of writing this evaluation, our Summer Bridge program has not started. Data will be collected at the beginning and end of the Summer Bridge program and will be analyzed at the beginning of next school year.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
We will provide a three week "Summer Bridge" for targeted students in grades kindergarten through fifth grade. We will hire additional staff (2 paras, 1 PE teacher, 1 counselor and 1 Art teacher) to what the district will be providing.	Title I Carryover 18,000
	Title I 2,500
We will provide supplemental materials to meet the learning needs of all students during their summer bridge experience	Targeted 10,800

# Annual Review

**SPSA Year Reviewed: 2020-21**

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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.

TBD

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

TBD

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.

TBD

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## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2020-21

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School: Linda Elementary School

Principal: Randy Swann

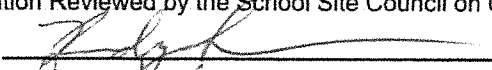
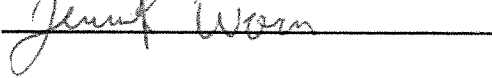
#### School Site Council Certification

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[7])

Annual Program Evaluation Reviewed by the School Site Council on 05/27/2021.

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

At Linda Elementary School all students will master grade level essential standards through Quality First Instruction and through the PLC process. Results of common assessments will drive interventions that will address students' individual academic needs. This goal will encompass instructional delivery via distance learning, hybrid/blended learning, and traditional instruction.

### Identified Need

According to data provided by universal screeners, STAR Early Literacy, Reading and Math360 and California School Dashboard, we are making growth and need to continue on this course. PLC practices are essential to continued growth. PLC should focus on the Learning Cycle; identified essential standards, effective instruction, common assessments, and the interventions and enrichment based on student data, via distance learning, hybrid/blended learning, and traditional instruction..

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360), Waterford for TK and K	85+ percent of students will show growth equivalent to one year by the end of the year.	Results from the Waterford Reading assessments for our transitional kindergarten students indicated that 58% of the students tested demonstrated progress toward the goal of achieving grade level reading skills, while 55% demonstrated mastery of that goal. Regarding kindergarten, 52% of the students tested demonstrated progress toward the goal of achieving grade level reading skills, while 58% demonstrated mastery of that goal. Results from the Waterford Math assessments for our transitional kindergarten students indicated that 56% of the students tested demonstrated mastery toward the goal of achieving grade level math skills. Regarding kindergarten, 72% of the students tested demonstrated progress toward the goal of achieving mastery of grade level math skills, while 65% demonstrated mastery of that goal. Based on results from the STAR Early Literacy and Reading assessments, 41% of 1st grade students tested were at or above the grade level benchmark, while 59% were below the grade level benchmark. For 2nd grade, of the

Grade level formative and summative assessments based on essential standards

Student mastery of essential standards.

students tested, 46% were at or above the grade level benchmark, while 54% were below the grade level benchmark. Of the 3rd grade students tested, 32% were at the grade level benchmark, while 68% were below the grade level benchmark. With regard to 4th grade, of the students tested, 30% tested at the grade level benchmark, while 70% tested below the grade level benchmark. Of the 5th grade students tested, 20% were at the grade level benchmark, while 80% were below the grade level benchmark. Lastly, regarding 6th grade, of the students tested, 21% were at the grade level benchmark, and 79% were below the grade level benchmark. Based on results from the STAR Math assessments, 51% of the 1st grade students tested were at or above grade level benchmarks, while 49% were below grade level benchmarks. For 2nd grade, of the students tested, 35% were at grade level benchmarks, while 65% were below. Of the 3rd grade students tested, 41% were at grade level benchmarks, and 59% were below. With regard to 4th grade, 33% of the students tested were at grade level benchmarks, while 67% were below. Of the 5th grade students tested, 26% were at grade level benchmarks, while 74% were below. Lastly, regarding 6th grade, of the students tested, 28% were at grade level benchmarks, and 72% were below.

Given that most of instruction during the current school year occurred via distance learning, many of the grade level formative and summative assessments were not administered. Instead, teachers used the Waterford, STAR, and supplemental diagnostics (Lexia) to assess student growth.

On-line programs implemented in the classrooms; Lexia, AR, Spelling City, Prodigy, Waterford

Students show growth towards mastery of grade level standards

Linda School utilized Lexia as a supplemental tool to address English/language arts. Not every student took advantage of the opportunity to participate in the Lexia program, but it was made available to all students in 1st through 5th grade. At the beginning of the school year 331 students logged in and participated in Lexia. Of those, 73% tested below grade level, while 25% tested at grade level. Currently, of the 335 students that are participating, 52% are testing below grade level, 30% are testing at grade level, and 19% are testing above grade level. A closer analysis indicated that 1st



grade made significant growth. At the beginning of the year 64% of the students tested below grade level, while 36% tested at grade level, and no students tested above grade level. However, currently, there are only 26% of the 1st grade students below grade level, 40% are at grade level, and 34% are above grade level. With regard to 2nd grade, there was also growth demonstrated, but not to the degree of 1st grade. At the beginning of the year 66% of the students tested were below grade level, 30% were at grade level, and 4% were above grade level. Currently, 54% of the 2nd graders tested are below grade level, 30% are at grade level, and 16% are above grade level. Regarding 3rd grade, there was significant growth demonstrated. At the beginning of the year, 81% of the students tested were below grade level, while only 18% were at grade level, and 1% were above grade level. However, currently, 49% are below grade level, while 36% are now at grade level, and 15% are above grade level. Unfortunately, our 4th and 5th grade students did not demonstrate the same level of growth as our primary grades. For instance, at the beginning of the school year 71% of 4th grade students tested below grade level, 26% tested at grade level, and 2% tested above grade level. Currently, there are still 67% testing below grade level, 17% testing at grade level, and 17% testing above grade level. So while we did see some growth in the number of students testing above grade level, there was a decrease in the number of students testing at grade level. A similar trend was evident in 5th grade. At the beginning of the school year 86% of the 5th grade students tested below grade level, while only 14% tested at grade level, and there were no students testing above grade level. Those trends remained almost the same, as currently there are 83% testing below grade level, 14% testing at grade level, and only 3% testing at grade level. Lexia also offers a predictor of students will meet end of the year, grade level benchmarks. Overall, 25% of the students who participated in Lexia are on target to meet grade level benchmarks. More specifically, 34% of 1st graders are on target, 19% of 2nd graders are on target, 38% of 3rd graders are on target, 16% of 4th graders are on target, and

3% of 5th graders are on target. For our 6th-grade students we utilize the Power Up portion of Lexia, which assesses reading in the areas of word study, grammar, and comprehension. Results indicated that in the Word Study zone, 63% of the 6th grade students tested at the foundational level (K-2), 36% tested at the intermediate level (3-5), and 1% tested at the advanced level (6-8). With regard to the Grammar zone, 76% tested at the foundational level, 23% tested at the intermediate level, and 1% tested at the advanced level. Lastly, regarding the Comprehension zone, 35% tested at the beginning level, 58% tested at the intermediate level, and 7% tested at the advanced level.

ELPAC

Student growth in levels 3 and 4 will grow 5%.

Results from the 2018/2019 ELPAC indicated that 14% of our EL students tested at level 4 in their overall English language proficiency, 41% were at level 3, 32% were at level 2, and 14% were at level 1. Results from the 2019/2020 ELPAC indicated that 8% of our EL students tested at level 4 in their overall English language proficiency, 44% were at level 3, 35% were at level 2, and 13% were at level 1. This represented a 3% decline in the percentage of students testing at level 3 and 5 overall English language proficiency.

California Dashboard Data

The percentage of students meeting or exceeding proficiency in ELA and math will grow by 5%.

Due to COVID, statewide standardized testing was canceled for the 2019/2020 school year.

Students are being administered the CAASP testing during the 2020/2021 school year, but the test results were not available at the time of this evaluation.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Based on student data and the PLC process, small group interventions will be provided in classrooms (Tier 2 and 3) and in the Learning Center (Tier 3 only). Eight paraeducators will be utilized to provide support to those students not mastering grade level essential standards in ELA and Math. Two full-time paraeducators are providing intervention support to kindergarten and EL students. Small group interventions will be provided in a virtual format while on distance learning, and will then transition into an in-person platform when students return to school.	Title I 187086 Title I Carryover 10,017

Planned  
Strategy/Activity

Proposed  
Expenditures

The Literary Resource Technician will work with students and teachers to provide reading intervention through Accelerated Reader and assist in the monitoring of student's growth in reading comprehension. The LRT will ensure student literacy by providing students assistance in selecting books and ensuring that our school library houses a variety of books to keep our students engaged in reading. The LRT will facilitate our school wide "Reading Olympics" program. Our LRT duties also include the daily circulation of books, re-shelving and repairing books, creating class library schedules, and modeling and promoting reading by reading out loud to individual classes.

Targeted 49,500

The Student Service Administrator will assist in identifying academically at-risk students by analyzing SBAC, ELPAC, Universal Screeners, and formative/summative assessments to identify students' needs and assist in developing an intervention plan for identified students through the PLC and SST process. The SSA will work with teachers and identified students to reinforce behavior modification strategies and character development that will ultimately strengthen academic success. The SSA will also meet with students and their families to align academic and social services based on the needs. The SSA will assist the Principal in reaching out to parents and students who are not engaged in distance learning.

Targeted 29,970

Students will have access to on-line programs (as funding allows) to reinforce grade level essential standards. Programs currently include: Spelling City, Lexia, Waterford Reading, Math, and Science for kindergarten, I Know It (math interactive), and My Science Studies Weekly. Online programs are intuitive and help diagnose individualized student mastery. Leveled learning and intervention strategies and supported through these supplementary programs. Additional platforms addressing needs on distance learning may be added if funds are available.

All Students will have access to Chromebooks, iPads, desk top computers, and the integration of Smart Board lessons. Technology will assist students in mastery of grade level standards and in demonstrating learning; Universal Screeners, AR, Lexia, technology components of district adopted curriculum, Google Classroom, Power points, Prezi, Movie Maker. During distance learning all Linda School students in grades TK through 6 will have Chromebooks checked out to them to use at home as the virtual platform requires.

Targeted 27,500

Title I 4,499

Targeted Carryover 7,000

Planned  
Strategy/Activity

Proposed  
Expenditures

We will provide supplementary materials to support student literacy, the core curriculum, specific student needs during intervention, and to enrich and extend classroom instruction. This includes the maintenance contracts for school copiers and Riso machines used to produce enhancement components to the core curriculum and allow teachers to present concepts through multi-avenues to support students toward grade level essential standards mastery.

Targeted 13,500

Targeted Carryover 12,000

Title I Carryover 5,000

Teachers who have not yet attended a PLC institute to further develop skills needed for effective PLCs will do so. Teachers will have release time to collaborate, attend conferences and trainings that will enhance best practices in ELA and Math teaching strategies, classroom management, utilizing technology in the classroom, and the development of interventions (if funding allows).

Targeted 3,098

Extend support for literacy through books and technology and provide students assistance in book selection at their individual levels until the end of June, 2021 (if funding allows)

Targeted 2,500

Title I Carryover 10,000

Supplemental hours to support staff in reviewing and organizing student testing data to build student intervention schedules based on student need.

Targeted 6,000

Summer School program to be offered from June 14th to July 2nd, 4 hours a day, 5 days a week. Program to include academic intervention, enrichment activities, extra-curricular activities, and social/emotional learning. Purpose of program is to help mitigate loss of learning due to COVID, and provide social/emotional support to students to help ease transition back to in-person instruction.

Title I Carryover 10,000

Title I 6,500

Supplementary materials and personnel will be provided to support students addressing learning loss due to COVID-19. This includes materials that addresses students performing below grade level in ELA and Math. Materials may include sight word cards, small white boards, materials that reinforce foundation reading skills, literature books, comprehension materials, literature units, and on-line programs that address students' individual needs.

Title I 3,615

Targeted Carryover 7,109

Books to fuel our vending machine will help bridge the gap between literacy and engagement. Students can earn AR points allowing them to qualify for a token at established AR point intervals. Tokens will be awarded in classroom/school ceremonies to encourage and motivate students to read, increasing vocabulary, comprehension, and fluency. Once students' earn 25% of the Silver Medal they will earn a

Targeted 8,000

Title I 15,000

book vending machine token. Projections for the school year would be approximately 3000 books.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Given that the bulk of instruction during the current school year occurred via distance learning, it is difficult to assess as accurately as in the past, the effectiveness of certain strategies, as some of those strategies were not ideally suited for the distance learning format. However, with that being said, the utilization of paraeducators (1.1) while requiring some creativity and thinking outside the box, continued to be an integral part of providing intensive support to our students struggling with mastering grade level standards. During distance learning the paraeducators were given small group of students, and provided intensive intervention via remote learning. The learning center teachers created schedules and provided training to the paraeducators to ensure that the intervention they were providing was high quality. As the year progressed there was an increasing number of students that were disengaged from distance learning. Therefore, we created in-person cohorts for our special populations (special education, English language learners, homeless, foster youth, and disengaged students). Some of the paraeducators, under the direction and guidance of the learning center teachers, provided a learning environment at the school site, and supervised students to ensure that they were engaging in remote learning with their teachers. In addition, in-person small group intervention was provided to some of the students that required more intensive support than the remote learning could provide. In the spring, as the school began to reopen for in-person instruction, all paraeducators were brought back to the site and began providing in-person small group intervention. Two classrooms consisting of resource specialist students and RTI students, were created so that those students could participate in instruction with their general education teachers remotely, while also being able to receive intensive in-person small group support. A full-time literary resource technician was hired (1.2), and developed a system in which students check out books online and then come by the school on certain days of the week and pick up those books. The LRT also made recordings of books that she read aloud and posted them online for students to access. A YouTube channel was created and currently has 168 videos with 21,926 views, over 1000 hours of watch time, and 126 subscribers. As we started transitioning to in-person instruction, the LRT developed schedules for classes to come to the library, check out books, and listen to her read stories. A Student Service Administrator was funded (1.3), and assisted the principal in conducting home visits to those students that were disengaged in distance learning, and helped develop strategies to improve their participation rate. The SSA was also instrumental in assisting the principal in developing in-person intervention groups to aforementioned special student groups in order to help improve their engagement in learning. The SSA also assisted teachers with setting up technology and programs for remote learning, and provided technology support to students and families. Funding of on-line programs (1.4), such as Spelling City, Lexia, Waterford Reading, Math, and Science, I Know It (math interactive), and My

Science Weekly, was especially critical during distance learning. These programs were an integral part of supplemental instruction and analysis of student progress. In addition, purchasing of technology (1.5) was also critical. While CARES Act money was used to purchase new Chromebooks and other technology, site funds were used to supplement CARES Act purchases in order to ensure that our students and teachers were well equipped to provide instruction via a distance learning format. The funding of supplementary materials to support student learning (1.6), as well as the maintenance contracts of the copy machines, was also a critical component to ensure that our students were provided instructional materials in a variety of different modalities. Paper packets were provided to students as a supplement to on-line learning. Given the restrictions with travel and large group gatherings due to COVID, we were unable to send teachers to PLC training this year. However, the district did offer PD trainings throughout the school year to assist teachers with navigating remote learning, and providing on-line resources to enhance the quality of that instruction. The school library experienced significant attrition with it's books at the end of last school year due to COVID, as many books were not returned, or they were returned in poor condition. In addition, our library book collection was somewhat antiquated and needing updating. Therefore, 870 new books (1.8) were purchased to replenish and update the school library. In order to assist teachers with providing resources to students while on distance learning, supplemental hours were provided to support staff (1.9). Due to the significant learning loss that many of our students experienced while on distance learning, a new activity was added in order to provide partial funding for summer school (1.10). District funds will be used to cover the costs of teachers and some paraeducators, as well as a health clerk, school counselor, and attendance clerk. However, site funds will be used to fund extra paraeducators so that each classroom (grades K-5) is staffed with at least one paraeducator. In addition, the LRT will be funded to provide library resources during summer school. Supplementary materials (1.11), such as sight word cards, small white boards, and other student supplies, were purchased so that students could have access to those materials at home while on distance learning. Lastly, Linda School was fortunate enough to receive a book vending machine. Therefore, a new activity was created to purchase books for the vending machine (1.2) in order to bridge the gap between literacy and engagement. Students will be able to earn tokens through our AR program which can then be used to purchase books from the vending machine.

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 additional CARES Act money that the district received resulted in less site funds needing to be allocated to purchase supplies related to learning loss due to COVID. Therefore, some of that money was reallocated to partially funding summer school and purchasing books for the vending machine.

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 schools returning to the traditional learning model next year, and the expected large number of students that experienced varying degrees of learning loss due to distance learning, we as a site will need to make our school-wide interventions more robust. Results from the universal screeners and on-line programs indicated that we did not meet the expected growth targets. However, the validity of the STAR assessments during distance learning may be in question as these assessments were administered on-line. It will be essential to get more accurate baseline data at the beginning of next school year to get a more accurate picture of where are students are functioning academically, and which areas we need to target. This will entail teacher collaboration

within and across grade levels, the use of formative and summative assessments to identify student deficiencies and develop interventions that address those deficiencies, and staff development in the area of interventions and data tracking. Linda School also needs to improve intervention for our EL students, as the comparison of ELPAC scores from the 2018/2019 and 2019/2020 school years indicated that there was a decline in the number of students in levels 3 and 4.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

Linda School will continue to implement PBIS to create a safe, healthy, respectful, and responsible school environment.

## Identified Need

Through our needs assessment, it is important to continue developing our school wide expectations and social/emotional components of our school. PBIS will continue Tier I and II teams to further develop our behavioral supports for our students. We will continue implementing the social skills programs: School counselor will provide social skills support via individual/group/classroom based intervention.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of referrals, suspension rate, Attendance, California Dashboard	We will reduce our suspension rate by 5% We will have an average attendance rate of 96% for 2020/2021	Due to COVID, and the fact that for most of the school year the students were on distance learning, there were very few suspensions, and the limited number of suspensions we did have occurred when students returned to in-person instruction. Therefore, we reduced our suspensions significantly more than 5% this year. Our average attendance rate to date is 92.8%. This was largely impacted by distance learning and the difficulty of getting some students engaged, as well as not having transportation available to most of our students. As we plan to reopen schools more fully next school year, and have transportation available to more students, we should see our attendance rates improve.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
PBIS team will facilitate the update of school-wide expectations to include health criteria as it relates to COVID-19, and communicate that to parents and community. This will include wellness check-in	Targeted Carryover 5,000



Planned  
Strategy/Activity

Proposed  
Expenditures

stations, safety protocols to address symptomatic students and staff, and appropriate PPE.

A full-time Outreach Consultant (ORC) will be provided to motivate students to improve character, sportsmanship, leadership skills, attend school regularly, and create a positive and safe school environment. The ORC will also schedule and facilitate Student Study Team meetings, and serve as the home/school connection, by helping to improve attendance, facilitate parent involvement, and provide access to community resources. The ORC will also facilitate the Kid Live Leadership team and coordinate tier 1 and 2 behavioral interventions, such as check-in/check-out and conflict resolution.

Title I Carryover 63,100

Linda School's PBIS program will be supported and communicated through posters of school wide expectations, banners, Character Roar Tickets, Lion Bucks, and further staff development through conferences and workshops.

Targeted Carryover 5,000

## Annual Review

### SPSA Year Reviewed: 2020-21

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 PBIS team (2.1), along with other school personnel, created videos demonstrating drop-off and pick-up procedures, health screenings, mask wearing, and social distancing. These videos were made available on the distance learning platforms for students, staff, and families. The Outreach Consultant (2.2) provided Lion Roar tickets and other positive rewards to students during distance learning. The ORC also facilitated to date, 53 Student Study Team meetings, and 27 follow-up Student Study Team meetings. During those meetings she served as a resource to students and families to help improve attendance, student participation in distance learning, facilitating parent involvement, and helping families with access to community resources. When students returned to in-person instruction, she assisted with providing recreational activities for students, opening the Lion Bucks store to students who earned "Lion Bucks for demonstrating positive behavior, and re-introduced the Kid Live leadership team assist students with becoming positive role models. The PBIS team attended a PBIS training earlier in the year, and continued to communicate school-wide expectations through videos, signs, Lion Roar tickets, and Lion Bucks (2.3).

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

Given that the majority of instruction during the current school year occurred via distance learning, the school-wide and classroom expectations, positive reward programs, Kid Live leadership team, and Lion Bucks store were not able to be provided at the same level as when students attended school in-person. In addition, additional training was limited due to restrictions due to COVID.

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.

Continued development and implementation of school-wide expectations, as well as implementation of positive reinforcement programs and the leadership team, is a must. In addition, the school is adopting Conscious Discipline next year in order to improve the way that staff, students, and families communicate with each other. Conscious Discipline also aligns with PBIS in developing positive strategies to address student behavior. Staff are and will be participating in Conscious Discipline training this year and next.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

### Goal 3

Linda School will provide consistent communication and plan events to engage our parents, families, and community to support the education of our students.

### Identified Need

Our identified area of need is to increase family involvement so that our families will assist in helping our students achieve success academically, and grow socially and emotionally.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Number of parents fingerprinted Family Reading Night Attendance ELAC Parents	2020-2021 Student Attendance Average 96% 2020-2021 Number of parents being fingerprinted increases	One positive that came out of COVID and distance learning is that families and teachers worked closely alongside each other in order to provide instruction to students. Never before have educators and families been partnered together in such a way to assist students with their education. This required constant communication between teachers and families. Teachers provided trainings to families throughout the school year to assist with their understanding of how to navigate the technology and learning platforms essential to distance learning. <i>While we were unable to host any large scale family events due to restrictions involving COVID, I feel that the school community improved due to the consistent communication.</i> It is my hope that we can maintain this momentum next year. Our LRT hosted a virtual Family Reading Night, in which Linda School staff took turns reading various books to students and their families. ELAC meetings were also held in a virtual format. Fingerprinting of parents was not needed due to COVID restrictions and limitations of visitors on campus. As noted previously, our attendance rate to date is 92.8%, which

was largely impacted by distance learning and lack of transportation.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Our families will receive a school handbook/calendar for the 2020/2021 school year. They will receive a weekly school newsletter, The Lion's Roar, in which they will be notified of school events in English and Spanish to encourage active participation in school activities. Families will receive school communication via School Messenger, School Marquee, School Website, and notices.	Title I Parent Involvement 1,389
We will engage parents in the school environment through parent/teacher conferences, trimester rallies recognizing student achievement, Fall Festival, Family Reading Nights, Family Dinner Night, Open House, Reading Olympics, Attendance Awards Assembly, Jog-a-thon, ELAC meetings (providing translation via target funds), Monthly parent meetings, SSTs and IEP meetings, Parents will be encouraged to volunteer in the classrooms, chaperone field trips, and assist with site fundraising. During distance learning teachers will consistently communicate with parents regarding navigating technology and providing them with the tools and skills necessary to support their children. Postal expenses for school communication.	Title I Parent Involvement 1,572 Title I Carryover 3,970

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

A balanced site council led to decision making with different stakeholders' perspectives. Site Council meetings were conducted remotely via Zoom. The members of the site council were actively engaged in the process and provided excellent feedback and input throughout the year. Student attendance was further targeted by admin attending all SARB/court hearings. ORC and admin contacted parents via phone and/or home visit to improve chronic disengagement. Communication to families was done via School Communication in Aeries and the monthly newsletter.

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

All of the live family events had to be cancelled due to COVID. SST, IEP, and ELAC meetings were held virtually via Zoom.

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.

Reintroducing live family events, such as Family Reading Night, Family Dinner Night, and Music Concerts, Back to School Night, parent/teacher conferences, Open House, Trimester Rallies, Reading Olympics, and Jog-A-Thon, are just a few examples of ways to facilitate parent participation. In addition, Conscious Discipline parent training will be provided so as the school and home are using the same principles to address student behavior.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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 and integrated ELD instruction to all EL students.

## Identified Need

All EL students will make progress toward proficiency of the Common Core State Standards. Provide specific site EL data. On the ELPAC, percentage 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
ELPAC	To be determined when last year's ELPAC testing is completed and data are made available.	Results from the 2018/2019 ELPAC indicated that 14% of our EL students were at a level 4 in their overall English language proficiency, 41% were at a level 3, 32% were at a level 2, and 14% were at a level 1. Results from the 2019/2020 ELPAC indicated that 8% of our EL students were at a level 4 in their overall English language proficiency, while 44% were at a level 3, 35% were at a level 2, and 13% were at a level 1. This represented a decline of 3% of students testing at a level 3 or 4.
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360)		
On-line programs implemented in the classroom: Lexia, AR, Spelling City, Waterford	Students show growth.	
Grade level formative and summative assessments based on essential standards	Student mastery of essential standards.	Due to COVID, many of the formative and summative assessments that teachers normally administer, were unable to be given via a distance learning format.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
Spanish and Hmong speaking paraeducators will work with EL students to provide Tier 2 and Tier 3 interventions to those students not mastering grade level standards. Bi-lingual paraeducator FTE's were referenced in Strategy 1 of Goal 1.	
Provide learning support to EL students and assistance with ELPAC assessments and other formative and summative assessments to assist with determining instructional strategies for EL students.	Targeted 5,000

## Annual Review

### SPSA Year Reviewed: 2020-21

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 bilingual paraeducators provided tier 2 and 3 interventions to EL students remotely during distance learning. As some students transitioned back to in-person instruction later in the school year, those interventions were provided in-person, as well as remotely for those students that remained on distance learning. During distance learning, classrooms were created for our special populations of students that were disengaged (special ed, EL, foster, homeless, and other disengaged students). Paraeducators were used to supervise and support students in those classrooms in order to improve their engagement, and provide additional support as necessary.

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 challenges of distance learning resulted in some difficulty with getting some students to participate in the remote interventions when offered. In addition, the quality of intervention was not as strong as it would have been if provided in-person.

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 district is in the process of finalizing the LCAP. A part of this includes the funding of a full-time EL facilitator for Linda School. The funding of paraeducators to support EL students will continue. These paraeducators will work with the EL facilitator to assess and review test data and develop appropriate EL interventions to address target areas.

# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

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School: Loma Rica Elementary 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 5/27/2021.

Principal's Signature: 

SSC Chair Signature: 



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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% as compared to last CAASPP

## Identified Need

In ELA 34.5% of students are not demonstrating levels of proficiency as measured by the last CAASPP. In math, 32.7% of students are below proficient.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	ELA=68%. Math=70%	
Universal Screeners (STAR) Early Literacy, STAR Reading, STAR Math)	85% percent of students will show growth equivalent to one year by end of the year assessments.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
1.1 Distance Learning instruction will be supported using a 3.5 hr/day para-educator to provide specific intervention with students including both 1:1 and small group instructional settings (as Covid guidelines allow).	Title I 15,800
1.2 Students will have access to books, technology, incentives and rewards that address individual reading and comprehension levels using the web-based Accelerated Reader Program	Title I 2000.00
1.3 Supplemental instructional and organization materials assist in providing individualized support to students. Materials such as ink, headsets, extra paper (for copies), academic organizers, Distance Learning organizers, etc. will be used when teacher's determine that additional supports are needed. Supplemental materials which enhance core academic programs will be used. These materials supplement district materials	Title I Carryover 3597 Targeted Carryover 395 Title I 3790

Planned  
Strategy/Activity

Proposed  
Expenditures

and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject

1.4 Preparing students for the demand of online learning requires early introduction to technology. Skills such as keyboarding, online citizenship, effective internet research strategies and educational apps will be used to help ensure students maximize 21st century learning. Funds will be used to Increase student and teacher access to all forms of technology and technological equipment.

Title I 1500

1.5 Provide supplemental instructional programs to enhance independent reading and support core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency. Specific areas include reading fluency & comprehension, science and math. The independent reading program also provides teachers a structure for providing small group, targeted instruction (as Covid guidelines allow) while facing the management demands of a combination classroom.

Title I Carryover 4000

1.6 Provide students access to and support from a 2.5 hour Literacy Resource Technician. The LRT will provide individualized and small group (as Covid guidelines allow) intervention for students who are performing below grade level in reading. The LRT will also monitor and support the school-wide AR program.

Targeted 11,250

Targeted Carryover 631

1.7 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.

Targeted Carryover 287

Targeted 2,865

1.8 Provide ongoing professional development (with a focus on technology and Distance Learning) for our staff to advance their learning and professional practice. An on-site technology coordinator will be responsible for assisting and training teachers to support their advancement in technological expertise.

Title I 2000

1.9 Laminating machines allow teachers to create more permanent supplemental instructional materials for students. Laminated learning materials give

Targeted Carryover 423

Planned  
Strategy/Activity

Proposed  
Expenditures

students a more 'durable' opportunity to receive additional academic support and practice. Items included will be site word cards, math facts sheets, history/social science flash cards, etc. Laminating student work to showcase in the classroom will be done to help promote and celebrate student work. Students can also have written work transformed into laminated 'books' to take home to practice their reading skills with family.

1.10 Teachers will create a 'Book Nook' in their classrooms to promote independent reading of core curriculum, A.R. and pleasure reading books. Each 'Book Nook' will include novelty chairs, a small rug, a small table and book displays. The goal is to create an enticing, inviting space that will encourage students to engage with their reading materials with more excitement and motivation.

Title I Carryover 3000.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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 year, because of school closures, we had the benefit of additional support in the form of STARS providers. This added another layer of support in addition to our Title 1 funded para-educator. In addition to these added supports, our para educator contributed significantly to improved performance for students. The para's role was to target under-performing students to provide both individualized and small group intervention support in her assigned classes. In addition, she provided enrichment for one grade level so that the teacher could target the other grade level in the combo classes that exist at Loma Rica. While this kind of support was not 'direct' to low performing students, it was a mechanism that allowed the classroom teacher to be more strategic in providing students with 'good first instruction' that would have otherwise not been possible teaching two different curriculums simultaneously. Teachers reported, overwhelmingly, that this support played a vital role in helping their students reach performance goals, even in spite of Distance and Blended Learning.

Our Literacy Resource Technician played a vital role in helping us achieve this goal, as well. As part of her duties, she monitored all of the school's Accelerated Reader program. Teachers reported that being able to schedule library Zoom meetings with the LRT was instrumental in increasing reading fluency and comprehension. 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. The LRT also ensured a wide and diverse selection of high interest books were readily available to students. She

also took a lead role in orchestrating the online library so that students can access books online and continue with the Accelerated Reader goals. 100% of our 1st - 5th grade students took advantage of this opportunity this year.

Another strategy we analyzed 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 ensure 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. Teachers report, however, it contributed greatly to students' ability to maintain and enrich their connections to instruction and learning. This was evidenced by an average of 90% 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 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. While we didn't have CAASPP results to measure effectiveness of this strategy, students' improved performance (as measured by teacher formative and summative assessments), as well as their positive feedback are strong indicators of effectiveness.

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 major differences between the intended implementation and/or budget expenditures to implement the strategies/activities to meet this year's goal.

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: 2020-21**

## 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 comprehensive school-wide attendance and discipline program.

## Identified Need

Referral and suspension rates, while decreasing, require ongoing attention to ensure continued improvement. Attendance incentive programs were formalized during the 2nd semester of last year. Covid closures had an impact on this program. We will have the program back up and running as Distance Learning kicks off this new year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Referrals/suspensions/attendance percentages	Maintain suspensions rate. Improve attendance by 2%	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 PBIS materials and supplies. Monthly incentives program for excellent attendance.	Targeted 1370

# Annual Review

**SPSA Year Reviewed: 2020-21**

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 year, we set school goals in the areas of increased student recognition through PBIS and an improved attendance recognition program. New (again!) this year, was our positive attendance program. In 2020 during 2nd trimester we implemented, and then in third trimester, we saw school closures. Then, this year we were closed the majority of the year. Still, we moved forward with our

celebration and recognition program. Students were recognized each month. Finally, at the end of this school year, we will be able to recognize them, in-person, in front of the whole school. We look forward to full implementation when school resumes next Fall. So far this year, we continue to average attendance rates above the 95% mark with 20% of our student body having perfect attendance for the entire school year.

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

Obviously, we did not anticipate being on Distant Learning for the majority of the school year. Adjustments had to be made in how students were recognized and celebrated since they were not on campus.

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 do not anticipate changing our goal at this time, except for aligning our PBIS program with our new Toolbox SEL program. We are looking forward to a full year of implementation of our new Positive Attendance program. Initial implementation, albeit a very short time, saw a 2% increase in attendance. In terms of suspension rates, we will continue to strive for zero as has been the case the past several years. The PBIS program has been successful in promoting our school's core values of being Safe, Kind and Responsible.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

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

## Goal 3

Provide ongoing communication and surveys with all families

## Identified Need

all families

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Participation/engagement rates	Maintain number of parents participating in PTO. Increase number of parents using Aeries Parent Portal by 50%	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
3.1 Personal invitations sent to all families in ways they can engage, newsletters, social media page, Aeries Communicaitons	Title I Parent Involvement 307

# Annual Review

**SPSA Year Reviewed: 2020-21**

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.

Funds used for envelopes and mailing costs

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

We did not have enough PI money to fulfill all parts of this strategy

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 continue to use this funding for parent outreach efforts. Obviously, with so very little money allocated, we will need to augment these funds with other money to reach next year's goals.



# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

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School: Olivehurst Elementary School

Principal: Rob Gregor

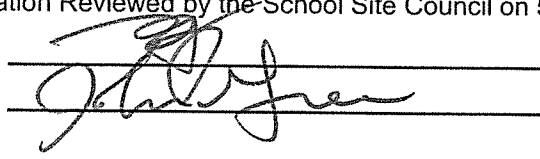
### **School Site Council Certification**

**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 5/24/2021.

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

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

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to be 'Rob Gregor'. The second signature, for the SSC Chair, is also written over a horizontal line and appears to be 'John J. ...'. Both signatures are cursive and stylized.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

Goal 1: 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

We will utilize instruction based on state standards that includes collaborative learning, maximizes evolving technology, addresses individual student needs, and consistently reflects high learning standards.

## Identified Need

Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned  
Strategy/Activity

Proposed  
Expenditures

Organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction. Assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.

Not provided due to Distance Learning and COVID restrictions Title I

Provide bilingual EL para-educator to provide direct instruction to promote student achievement, monitor student student placement, assessments, and communicate with staff, district office and parents

The Para Educator went into classrooms daily and they worked directly with EL students in small group instruction. Students were able to receive 1:5 Adult to student intervention in areas of ELA support. Those students benefited from this by showing growth on their district assessments and classroom assessments provided by the teachers. Title I 49000

Utilize assessment results in ELA and Math to establish a baseline at the beginning of the school year. Use data to identify student intervention areas. Progress monitor during each trimester to measure growth.

Not provided due to Distance Learning and COVID restrictions Title I Carryover

Planned Strategy/Activity	Proposed Expenditures
Provide school-wide interventions (small group and individual) in Reading and Math using Supplemental Programs like Lexia and Math Supplemental Programs to help students during distances learning and when they are back in the classrooms.	Not hired due to Distiance Learning Title I 34099
Identify and purchase needed materials in order to provide personalized intervention for students (at all instructional levels)	The students that participated showed growth in their ELA and Math assessments that were provided by the teachers and the district office Title I Carryover 30340
Provide staff development opportunities, release time for support personnel/principal PLC/Solution Tree and other conferences, technology lessons and computer intervention programs for TK-6	Did not go due to COVID Title I 22131
Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the CCSS. Such technology (purchasing, student computers, LCD Projectors, Smart Boards, etc...) will allow students to access supplemental resources such as AR and NWEA MAP.	Computers in the primary classes were 2012-13 models. Many programs will not run on the computers anymore. Updating the computers alleviated the issue making the use of programs such as Accelerated Reader possible. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency. We have continued to rid the school of outdated models and to add new computers yearly. This provides students with the most up to date technology at their fingertips.  Targeted 35000  Title I Carryover 36070  Targeted Carryover 10000
Provide copiers and up to date laminators and Riso with tech support to ensure we have the supplemental curriculum and items to help serve all students	Teachers utilized the copiers to supply students with packets and extra ELA and Math exercises to help students during Distance Learning and Blended Learning. All students that needed extra work were able to access curriculum even if they did not have internet services. Targeted 9000
Provide supplemental instructional materials and equipment to support Math ELA Science Art PE Music Social Science to enhance instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.	Not provided due to Distance Learning and COVID restrictions Targeted
Provide structured teacher planning time focusing on the progress of the EL students. Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring	Not provided due to Distance Learning and COVID restrictions Title I

Planned  
Strategy/Activity

Proposed  
Expenditures

to students who are performing below grade level in ELA and math.

Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs.

Due to COVID restrictions the majority of the year was spent on Distance Learning and limited in person help was provided. Once school started back up two and then four days a week services were utilized by students and staff to help students that had fallen behind and they were given access to the library and other resources to help with their education. Targeted Carryover

The library will support and encourage students to read more to improve fluency and comprehension across all subject areas. Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks, and CST scores Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement

Due to COVID restrictions the majority of the year was spent on Distance Learning and limited in person help was provided. Once school started back up two and then four days a week services were utilized by students and staff to help students that had fallen behind and they were given access to the library and other resources to help with their education. Targeted

Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use. Provide additional materials, supplies, books, subscriptions, and copy materials.

All students were able to access extra materials and support throughout the year. Every student was provided a Chrome Book and all students were given access to online materials and support. This allowed for 100% of all students to access the curriculum and supplemental materials. Targeted 38563

Technology Lead will assist teachers in elementary school by enhanced learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.

All students were able to access extra materials and support throughout the year. Every student was provided a Chrome Book and all students were given access to online materials and support. This allowed for 100% of all students to access the curriculum and supplemental materials. Also the students and parents were able to have direct access to get their tech needs supported and corrected. Along with helping teachers and students to access the Chrome Books and help correct any problems that came up due to having all classes online. We were able to serve all students, teachers and parents to make sure that their needs for an online/ distance learning was available and accessible every day. This person taught students, parents and teachers throughout the year and kept all technology up and accessible. It was the most

successful position we had in the 20-21 school year.  
Targeted 22000

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Due to COVID-19 we were not able to complete all of our goals and we lost two trimesters of teacher directed learning. We were not able to meet all of our goals

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

Due to COVID-19 we were not able to complete all of our goals and we lost two trimesters of teacher directed learning. We were not able to meet all of our goals

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

N/A

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

We will create and maintain programs and communications to promote increased parent, family, and community involvement both on and off campus supporting academic growth, student enrichment and diversity.

## Identified Need

Parents indicated a need for events and education to increase involvement.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 2

**Planned  
Strategy/Activity**

**Proposed  
Expenditures**

Develop and administer a survey for parents and staff communication needs and wants.

Surveys were sent out to get the input of parents and staff about the needs of Olivehurst. The information was used to set up the Site Plan for the 20-21 school year and beyond. Targeted Carryover

Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, podcasts, and videos.

Computers in the primary classes were older. Many programs would not run on the computers anymore. Updating the computers alleviated the issue making the use of programs such as Accelerated Reader possible. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency. We have continued to rid the school of outdated models and to add new computers yearly. This provides students with the most up to date technology at their fingertips. Students now have a 1 to 1 student ratio into every classroom. Targeted Carryover

Increase parent support, home school and community connections, and attendance. Fingerprinting, advertising, back to school night, and supplies. Printing mailers, newsletters, materials, supplies,

We saw an increase of parent involvement and more volunteers. We now have parents that are helping out at the school.

Title I Parent Involvement 1926

Planned  
Strategy/Activity

Proposed  
Expenditures

books and/or to improve communication between school, parent, and classroom.

Discretionary

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Due to COVID-19 we were not able to complete all of our goals and we lost two trimesters of teacher directed learning. We were not able to meet all of our goals

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

Due to COVID-19 we were not able to complete all of our goals and we lost two trimesters of teacher directed learning. We were not able to meet all of our goals

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

N/A

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

## Goal 3

We will maintain a school environment that is safe, secure, comfortable, and helps our students become contributing, responsible, and caring members of a diverse community.

## Identified Need

Stakeholders indicated a need for a consistent set of guidelines/expectations for positive behavior.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned  
Strategy/Activity

Proposed  
Expenditures

Assist the school community in creating a caring and safe school environment in which students can learn and find success.

These items provided motivation for students to work hard and to do their very best on all tests. Students showed more interest and teachers reported that students became motivated to be a part of the campus and the involvement in the classroom and during our Distance Learning/Blended School year. Title I 52000

Provide a campus that is clean, comfortable, and inviting.

Reinforce character traits through curriculum, daily rituals and routines, and acknowledgements where applicable.

Due to COVID Restrictions we never were able to do this. Targeted

Provide staff training/collaboration/conferences and time to successfully implement PLC's and the PBIS program.

Due to COVID Restrictions we never were able to do this. Title I

Teach monthly character education lessons and evaluate effectiveness of lessons in grade level teams.

Due to COVID Restrictions we never were able to do this. Targeted Carryover

Hold weekly/monthly assemblies to teach/model/reinforce character traits.

Due to COVID Restrictions we never were able to do this. Targeted Carryover



Planned  
Strategy/Activity

Proposed  
Expenditures

Provide ongoing training and monitor campus security to maintain a safe and secure environment through updated and newer security cameras and equipment throughout the campus. (Safety Plan)

Students reported that they felt safer and that parents were excited to know that school is taking their concerns seriously. More cameras and extra safety measures were taken to make the campus safer. Targeted Carryover 10000

EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Olivehurst during and after the school day.

Due to COVID Restrictions we never were able to do this. Targeted Carryover 3628

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Due to COVID-19 we were not able to complete all of our goals and we lost two trimesters of teacher directed learning. We were not able to meet all of our goals.

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

Due to COVID-19 we were not able to complete all of our goals and we lost two trimesters of teacher directed learning. We were not able to meet all of our goals

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

N/A

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

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School: Yuba Feather Elementary School

Principal: Duane Triplett

### 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 05/27/2021.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures. The first signature, for the Principal, is written over a horizontal line and appears to be 'Duane Triplett'. The second signature, for the SSC Chair, is written over another horizontal line and appears to be 'Carlene McCaffrey'. Both signatures are in cursive and are written in black ink.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

Goal 1

### Goal 1

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

Focus Students: All Students including Socioeconomically Disadvantage

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
70% of our students will be at standard met or higher in both ELA and Math on the Smarter Balanced Summative Assessment, Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	We are expecting a ten point growth in this coming year for both groups in both ELA and Math.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
To vary instructional strategies and provide equitable educational opportunities for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. Materials, Supplies, Books, & Equipment, copy paper, ink supplementary instructional materials that support the teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math. The library provides students with materials to supplement the core curriculum and provide opportunities for deeper understanding of the essential standards. The allocation of funds will increase the resources available to all students and staff members by providing highly engaging books and literary resources	Targeted 8000
	Title I 5169
	Title I Carryover 13000

Planned  
Strategy/Activity

Proposed  
Expenditures

to supplement the library. High interest books will increase student interest and motivate students to read more, resulting in improved ELA skills and test scores.

Research has proven that early intervention is best, as a result we are funding a para educator in Kindergarten. The team has decided to fund a para in the 5/6th combo class to ensure that all student have the support needed to achieve academically. We believe that the Para Educators in the lower grades and in our one combo class are essential for our intervention in the Blended Model. In a site council meeting on 3/31/2021 they approved increasing one para from 3 hours to 3.75 for the remainder of this year.

Literary Resource Technician are essential for our reading intervention in the classroom and schoolwide

Copiers in a Title I school-wide 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 thought e 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.

Continue to provide staff with access to staff development, online training, technology and online subscriptions that focus on ways to improve student academic achievement.

Title I 31812

Title I Carryover 0

Targeted 10872

Targeted Carryover 5728

Title I 12363

Title I Carryover 7841

Targeted 5333

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

An intervention plan was implemented by our Teachers and Para Educators to provide individual academic support for students struggling during distance learning. This intervention program was technology rich and focused on student needs in reading and math. The Para's worked one on one with students who were assessed to have the greatest need academically. The staff worked really hard and we saw consistent growth for all students in both reading and math. The students that worked with the Para's grew in there knowledge but not to the levels we had hoped. Our LRT was key to our students success as they helped students continue to read books and take AR tests either at home or providing space at school for those without connectivity. The Para's and a few Teachers became the site resource for technology for the staff and families alike and the Para's put teacher instruction on thumb drives for each and every student. We all felt that what the plan had to morph into was a great success despite the Covid 19 Pandemic and distance learning the bulk of the school year.

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

The plan had to change in order to meet the need of our students during the Covid 19 Pandemic and distance learning. The essence of the plan was the same it just had to be modified to meet the distance learning requirements. Instead of being able to have small group instruction we had to meet students one on one. Instead of in person instruction, teachers and para's had to film lessons and download them to thumb drives so that students could access instruction without connectivity.

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.

Due to the school closure for Covid 19 and the success we experienced prior, we will plan to implement that same next year.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

Goal 2: 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

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

## Identified Need

We have 16.1% of all students that are Chronically Absent and 18.5% of our Socioeconomically Disadvantaged students who are Chronically Absent.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
We will be using A2A attendance program to monitor our progress in the coming year.	Decrease both Chronically Absent subgroups by 5% in 2019/2020 school year.	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Provide incentive programs for all students for attendance. Promote attendance at all school communications and Monthly newsletter and Student Attendance Certificates. Schedule Virtual Attendance meetings with parents prior to the students becoming Chronic in their attendance. Material and Supplies to cover newsletters, fingerprinting and printing costs	Title I Parent Involvement 605

# Annual Review

**SPSA Year Reviewed: 2020-21**

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 we promoted attendance with the students and parents we were unable to attain this goal. Four Winds Indian Education came along side Yuba Feather and provide over one thousand dollars this year for classroom and individual student attendance incentives. They provided pizza parties for individual classes that met attendance goals, provided t shirts, pencils and college collectibles and larger pizza parties at each trimester to celebrate those students who hand 96% or higher attendance. This was a huge benefit to Yuba Feather and its community. Unfortunately all of this effort by Four Winds and the staff had little affect on the Chronically Absent or to the overall attendance rate of the school. We are puzzled by this since the student excitement was very high for the class competition.

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

We have to find a way to connect with the students and families that struggle with school and their attendance. We implemented too late this year positive phone calls home, we had the sheriff do welfare checks and used texting, emails, phone calls to try and make contact. We need to do a better job catching attendance problems earlier and trying connect with these families to come up with solutions to their attendance. We also need to use all the attendance processes to their full advantage.

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 were surprised with all the effort put forth on attendance that it made very little difference this year to our attendance goals. We will need to sit down with Site Council and staff next year to process our thoughts and come up with a plan for next year.

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

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School: Foothill Intermediate School

Principal: Kathleen Hansen

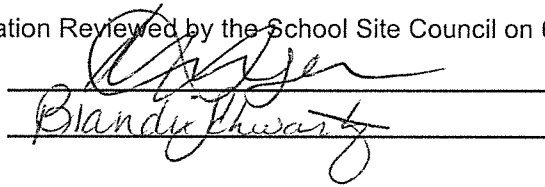
### School Site Council Certification

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 6/1/2021.

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

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



The image shows two handwritten signatures. The first signature, for the Principal Kathleen Hansen, is written in dark ink and is somewhat stylized. The second signature, for the SSC Chair Blandie Thwaitz, is also in dark ink and is more legible, clearly showing the name 'Blandie Thwaitz'.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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% as compared to last CAASPP,

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	ELA = 83%. Math = 74%	
STAR Reading, STAR Math, Formative Assessments	85% percent of students will show growth equivalent to one year by end of the year assessments.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
1.1 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
1.2 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	Targeted 21,000

Planned  
Strategy/Activity

Proposed  
Expenditures

Accelerated Reader and EL (and providing reports to teachers), and providing technology support.

1.3 Through both live and distance learning instruction, extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, periodicals 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 7,000

1.4 Provide technology supplies and components which complement and support the implementation of distance learning and core instruction. We will ensure that every classroom and teacher has up-to-date technology tools to meet the demands of ensuring success in our current Distance Learning environment. Teachers will use this to provide support and interventions in whole group, customized, and/or small group instruction for students.

Title I 20,236

Title I Carryover 12,021

1.5 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 14,707

Title I Carryover 10,764

1.6 Provide ongoing professional development for our staff to advance their learning and professional practice. Specifics include opportunities for advanced PLC learning. In house-trainings/support will also be provided by staff in the areas of English Learner strategies and technology. Increased training and support will focus on Distance Learning. Two teachers will be compensated their hourly rate for providing EL and tech support to ensure student success.

Title I 10,000

1.7 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.

Targeted Carryover

Planned  
Strategy/Activity

Proposed  
Expenditures

1.8 Student achievement is greatly influenced by their ability to organize and access learning materials. This is especially true for students experiencing a departmentalized setting (7 different classes) in Jr. High for the very first time. We will provide organizational planners and locker organizers to support student success through effective organization of textbooks, binders, class notes, homework, assignments, test dates, etc.

Title I 2000

1.9 Laminating machines allow teachers to create more permanent supplemental instructional materials for students. Laminated learning materials give students a more 'durable' opportunity to receive additional academic support and practice. Items included will be vocabulary and spelling practice sheets, math formulas flash cards sheets, history/social science flash cards, etc. In addition, laminating student work to showcase in the classroom will be done to help promote and celebrate student work. Students can also have written work (poetry, essays, etc.) transformed into laminated 'books' to take home to share with families and siblings.

Targeted Carryover 2148

## Annual Review

### SPSA Year Reviewed: 2020-21

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 to measure student achievement as they relate to the goals set forth in our SPSA.

Our Literacy Resource Technician played a vital role in helping us monitor, support and improve student success during this year of Distance Learning. Once we returned to blended learning this year, students reported that having access to our school library was often the only place, outside of the classroom, where they had a conducive place to study and receive extra help for academic demands. Teachers collaborated regularly 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. 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 ??? books for only 230

students. This is noteworthy given students had less than half the year to be able to access books from the library.

Another strategy we analyzed 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 85% total 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 learning gaps that the core curriculum could not provide. Teachers have analyzed the essential standards for their subject areas. They have compared these to the adopted curriculum they use. Supplemental materials are then copied/used to promote higher levels of academic achievement. 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.

The last two strategies for achieving outlined in our plan were unable to be measured because of distance learning. Full implementation was not achieved as planned, and we, therefore, have no way to measure their effectiveness. We look to carry these forward into next year's plan.

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 last year to accept another position in the district. We were unable to find a qualified replacement, thereby leaving the position vacant. 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 decrease in our ability to provide SSP services. That need was fulfilled, instead, by our counselor. The 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.

We look forward to once again having CAASPP data to analyze. Additional metrics/indicators will be used to measure the effectiveness of the plan's strategies. These include: Interim assessments, Flex Intervention period pre and post data, Edmentum and Lexia(6th grade) data.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

SEL materials are a key component during Distance Learning for students. Also, significant demand for social/emotional/academic support as demonstrated by referrals to site counselor during 2018-19 (pre-Covid) 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
Engagement levels Suspension rates, attendance rates, promotion rates	Goal of 96% engagement during DL Improve attendance by 2%, Decrease suspension by 2%, Maintain our 98% promotion rate	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 Implementation of a school-wide system for Positive Behavior Intervention and Supports (PBIS) creates a culture in which students can maximize their learning. This is particularly true in a Distance Learning environment. Students learn and are frequently recognized for behaviors that promote a safe, kind and responsible learning environment for all. Classroom instruction, Distance Learning incentives, school-wide assemblies (when again allowed) 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 2,000

Planned Strategy/Activity	Proposed Expenditures
2.2 Provide programs/supplies which support the social/emotional//behavioral needs of our students. This includes counseling supplies, School Connect and Intervention 360 online resources.	Targeted 3,000
2.3 Recognition and encouragement of students' attendance and academic accomplishments promotes continued success. This includes awards, assemblies, printing costs and related supplies.	Targeted 2,077
2.4 Professional development opportunities for support staff (LRT, Student Support Specialist, Counselor)	Targeted 2,000
2.5: Laminating machines allow teachers to create more permanent supplemental instructional materials for students. Laminated learning materials give students a more 'durable' opportunity to receive additional academic support and practice. Items included will be spelling and vocab flash cards, math formula sheets, history/social science flash cards, etc. Laminating student work to showcase in the classroom will also be done to help promote and celebrate student work. Students can also have written narratives and poetry transformed into laminated 'books' to take home to share with siblings and family.	

## Annual Review

### SPSA Year Reviewed: 2020-21

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 year's promotion rate and attendance rate goals were not achieved. Distance Learning took a tremendous toll on students, and we were unable to provide the same level of intensive interventions to ensure high promotion and attendance rates as experienced in past years. Getting students connected to school was an arduous task that became a main focus of every staff member. Our increased attendance rates, however, indicated that our efforts paid off. We saw a steady increase throughout the course of the year in improved attendance.

Despite students being on distance learning, students' accomplishments throughout the year were still recognized. Awards for academic achievement and positive attendance were distributed to students throughout the year. Outstanding citizenship and subject matter excellence will be celebrated at the end of the year.

This year, our counseling department logged 2376 student contacts. This is impressive given our total school enrollment is only 200. The counselor provided outreach in the form of small group

Zoom meetings, individual counseling and a fun Friday Club. This club provided an online forum in which kids could 'hang-out', play games and socialize with other students. The counselor purchased and distributed prizes for kids as a means of encouraging their engagement and involvement in school. This had a particularly big impact at the beginning of this Covid year as we all worked diligently to get our students connected to school via distance learning. Teachers also had a period in the master schedule dedicated to SEL. The online program School Connect was purchased and used in classrooms during this period. Teachers reported that it helped guide 'class' discussions' with prompts and activities that elicited helpful discussions with students. They were able to express feelings, emotions and challenges with peers and were able to recognize they weren't alone in the struggles that came with Distance Learning.

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

The only significant change to our plan was that we were unable to provide the intended PD for support staff. These funds were realllocated (per Site Council's approval) to other parts of the SPSA. Consideration for this expenditure may be reconsidered next year.

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

Goals will remain the same in next year's plan. The biggest difference will be that we will not have to make modifications to the implementation because of Distance Learning. Our hope is to be able to implement these goals, as they were intended, i.e. in a real, seat-time instructional program.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Aeries Communications newsletter printing costs	Title I Parent Involvement 660

## Annual Review

**SPSA Year Reviewed: 2020-21**

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 Aeries communications supported thousands of emails, phone and text messages to families. 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 mailed communications to families (progress reports, fliers, etc.) and printing costs.

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 \$660 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 and paper copy costs.

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2020-21

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School: Yuba Gardens Intermediate School

Principal: Jim Hays

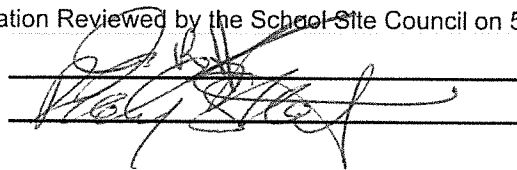
#### School Site Council Certification

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 5/10/21.

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

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

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line. The second signature, for the SSC Chair, is written over another horizontal line. Both signatures are cursive and somewhat stylized.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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 - Maintain continued increase of 12.9 percent and increase proficiency levels by 5%, to include English Learners.  
Math - maintain 2.3 increase and increase proficiency levels by 5%.

## Identified Need

Curriculum to support struggling readers.  
Increase student understanding of academic vocabulary.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results will maintain and increase an additional 5%		

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Purchase iLit 45 for all students in Strategic Reading	Title I 22,500.00
Purchase Flocabulary and Nearpod to help teachers with building academic vocabulary with their students.	Title I 5500
Purchase of school planners for all students to help with content organization and study time. Planners also double as a tool for our tutorial period. This is a critical part of our in school intervention process.	Targeted 8,999
2 Technology Technicians to support teachers use of technology within their classrooms	Title I 6,000 Title I Carryover 4,000
Guiding Coalition Meetings to support the PLC initiative to increase student achievement	Targeted 7046 Targeted Carryover 1000
Continued integration of technology to support the core curriculum and state standards and also purchase Instructional materials.	Title I 25,899 Title I Carryover 5,024

Planned Strategy/Activity	Proposed Expenditures
Purchase headphones for each student to help create environments at home during Distance and Blended Learning.	
1.7 2 Para Professional positions to support the professional learning communities process during intervention time and to support students within their academic settings.	Title I 30,925
1.8 2 Student Support Specialists to provide direct services to students to help increase academic achievement. The specialists will work with teachers, parents and students to support their academic progress and attendance.	Title I 123,778 Title I Carryover 4,802
1.9 Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core and supplemental curriculums.	Targeted 5,237 Targeted Carryover 906
1.10 Supplemental supplies and materials to help students reach their academic goals.	Targeted 22,472 Title I Carryover 11,389 Targeted Carryover 8,644
1.11 Purchase of composition books for all students in core subjects so that teachers can implement instructional strategies and help students to keep their learning organized.	Targeted 2400
1.12 Purchase of student Chromebooks to support Blended and Distance Learning and beyond. \$243 per Chromebook. Purchasing 140 units.	Title I Carryover 34,020
1.13 Purchase MobyMax to support teachers with intervention and remediation of our students while on Distance Learning and also when we return to in person learning. Intervention opportunities in History, Reading, Math, and Science.	Title I 3495
1.14 Purchase 3 RISO machines to produce enhancement pieces to the core and supplemental curriculums	Targeted Carryover 9727
1.15 Purchase 20 Swivls to support Blended and Distance Learners.	Title I Carryover 10,000 Title I Carryover 6,411
1.16 Purchase 14 Short Throw Projectors and Mounts to create a classroom environment that is ready for Blended Learning.	Title I Carryover 17,000

## Annual Review

## SPSA Year Reviewed: 2020-21

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.

We implemented the strategies above with fidelity. Due to the COVID-19 health crisis, it is difficult to effectively articulate the strategies without all the data.

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 not any major differences between the intended implementation and expenses in this goal.

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 changes that will be made in this goal for next year will be the need to up our allocation towards the after school program to pay for half of the transportation bill with the ASES program.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

## Goal 2

Ongoing professional development to affect good first instruction in the classroom setting

## Identified Need

Ongoing professional development with Solution Tree related to the PLC initiative. Ongoing support related to Tiered intervention within the PBIS framework. Ongoing support for classroom teachers and support staff related to using technology within the classroom setting.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP indicators maintaining and increasing in proficiency levels.		

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 PLC Summer Institute attendance, and other conferences	Title I 20,555
2.2 PBIS Professional Development and Restorative Practices, salaries, benefits and supplies related to the implementation	Targeted 5000
	Targeted Carryover 3000
2.3 Provide Collaboration Time for each teacher to work together in their PLCs after school hours. (24 hours per teacher @ \$65.24 per hour)	Title I Carryover 28,000
	Targeted 28,000
2.4. Professional Development with Malik Muhammad on Transforming School Culture. This is part of the "rebranding" of the school as we look to kickoff next school year.	Title I 8,245
	Title I Carryover 4,755

# Annual Review

SPSA Year Reviewed: 2020-21

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.

These strategies were all implemented during the school year. The only one that we were not able to do was the PLC Institute for this summer due to COVID-19. We plan on going next summer if we are able.

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 major differences between the intended implementation and the budget except for the PLC Institute.

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 is bringing in Solution Tree's Malik Muhammad to work with the staff over the summer.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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 3

Decrease chronic absenteeism for the 19/20 school year by 5%.

Decrease suspension rate for the 19/20 school year by 5%

## Identified Need

- \* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
- \* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
- \* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
- \* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
- \* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
- \* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Results/SWIS data results		

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
3.1 PBIS Rewards Program - to help with student inclusion and recognize students that are fulfilling schoolwide expectations.	Targeted 3500
	Targeted Carryover 3000
3.2 Purchase of Suite 360 through Evolution Labs to help provide other means of correction related to students who need an alternative to suspension. This will help with implementing restorative justice and intervention and help to support staff in understanding the process involved with alternative means of correction related to suspension.	Targeted 4500
3.3 Family liaison - Provide direct services to increase student achievement by supporting	Targeted 56,778



Planned  
Strategy/Activity

Proposed  
Expenditures

parent/teacher conferences and working with students and their families with issues related to academic progress. The Family Liaison also works with students on behavioral issues identified through classroom and social observations and meets with students to modify choices that will help to create academic success. The Family Liaison also corresponds with parents to encourage active parent participation.

3.4 Purchase of SWIS contract to manage and implement discipline data to support our PBIS program and work towards decreasing our suspension rate.

Targeted 460

3.5 Student Support At Risk Consultant/Counselor to work with students as well as mediating student conflict to increase student time in the academic setting and to increase school to home communication of student needs.

Title I 50,000

3.6 Student Services Administrator - Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions.

Targeted 32,867

3.7 Purchase of Poster Printer to enhance PBIS program. This will create positive, supportive environments in classrooms and around the school.

Targeted Carryover 8,730

## Annual Review

### SPSA Year Reviewed: 2020-21

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 goal was done with fidelity. As far as the overall effectiveness, we do not have all of the data due to the COVID-19 health crisis and the school shutdown.

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 major differences between the intended implementation and the expenses on this goal.

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.

Other than the poster printer, I do not think we will change any of these strategies in this goal. They are very much still needed to achieve the goal moving forward.

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

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School: Anna McKenney Intermediate School

Principal: Joe Seiler

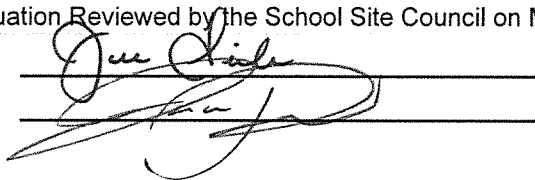
### School Site Council Certification

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 May 27, 2021.

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

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

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to be 'Joe Seiler'. The second signature, for the SSC Chair, is written over another horizontal line and is more stylized and cursive.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

Our students at Anna McKenney will make progress towards meeting proficiency levels on site developed common formative assessments, district benchmarks, and CAASPP assessments in English Language Arts, Mathematics and all subjects.

## Identified Need

We need to continue on developing strategies and procedures that ensure all PLC components are addressing the academic needs of our students. We need to improve our intervention process and enrichment selection to meet the needs of high performing students. Our guiding coalition will research and implement best practices to ensure our students are receiving high quality first instruction. Designing a designated time for all students to have the ability of obtaining extended learning or targeted interventions will support their progress towards academic improvement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade level common formative assessments, which are built on our site selected rocks, boulders and butterflies.	Students will master the grade level essential (Rocks) standards.	
Assessments and growth from supplemental resources and/or materials utilized to support the mastery of our essential or supportive standards.	Our students will show growth towards mastery of grade level essential standards. The data gathered on MobyMax and Renaissance will demonstrate progress towards achieving mastery of essential standards.	
California Dashboard data in ELA and Math.	Our goal is to make progress towards decreasing our number of "points below standard" in math from 73.7 to under 40 and in ELA from 34.5 to under 10.	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Anna McKenney will hire a Student Support Specialist: Student Support Specialist will provide students with academic support in registering for ATS and ETS. This position will support the coordination of Mustang Time, where all students will receive extension or the	Title I 0.

Planned  
Strategy/Activity

Proposed  
Expenditures

curriculum or interventions to help all students progress towards mastery of the essential standards. Help with CAASPP testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies. Will meet monthly with services PBIS Tier I and II teams to determine how best to serve our students and families.

Anna McKenney will hire a Student Support Specialist. EL Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students. Pacing of standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, behavior modification, student/parent involvement, parent/home communication, home visits and SST's. This position will also support the ELD teacher in the development, implementation and overseeing of the I-Lit program being utilized to support the academic growth of our students.

Title I 49000.

Anna McKenney will provide tutoring:  
Provide after-school tutoring to students who are performing below grade level in ELA and math. The additional instruction will be targeted to addressing specific essential standards based on Professional Learning Communities (PLC) identified standards. Regular assessments will monitor progress of students participating in extended learning time. The targeted intervention will focus on students who are below proficient in ELA and/or Math to pre-teach and re-teach essential standards in small group and/or individual settings

Title I 0

Anna McKenney will enhance our school and classroom Libraries:  
The McK library will be accessible to all students and staff members throughout the school year. Our library will provide our students with materials to supplement the core curriculum and provide opportunities for deeper understanding of the essential standards. The allocation of funds will increase the resources that are available to all students, staff members and

Title I 15000.

Planned  
Strategy/Activity

Proposed  
Expenditures

community members. We will provide highly engaging books and resources, novels and periodicals, and a wide range of genres to increase student engagement and improve our ELA levels.

Anna McKenney will provide supplemental materials and programs to improve ELA and math skills: McK will provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities. We will provide supplementary materials, resources and supplies for daily classroom use and interventions, subscriptions to online programs, as well as maintain copier/riso machine leases/maintenance. We will purchase student planners for all students to support the partnership with family members who are support their child from the home environment. Student planners will promote student accountability and teach core strategies to help them all become successful throughout their educational journey. Supplemental materials and programs to enhance and extend 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: Renaissance, GLAD strategies, iPad apps for ELD, Science, MobyMax, IXL, Criterion, Scholastic magazines, Scholastic Scope, Discovery Encyclopedia, NewsELA, Actively Learn, Freckle.

Title I 20000.

Anna McKenney will replace and repair technology: McK will replace outdated technology for classroom use including replacement bulbs, and ribbons. We will ensure that all technology within classrooms are up to date and in good working condition. Interactive technology allows our teachers to easily conduct assessments and gauge student understanding quickly and efficiently while increasing student engagement. Immediate feedback allows our teachers to quickly differentiate instruction and build individualized lessons to target disadvantaged students. The laptops are utilized for integrating technology into the core curriculum and the Chromebooks are used in all classrooms on campus. They are used to enrich the curriculum and they allow access to programs and materials. Supplemental technological, for all students includes, but is not limited to the following: clickers, elmos, LCD projectors, copiers, Rizo, I-Pads, Smart Boards, laptop

Title I 85982.

Title I Carryover 91000.

Title I 35000.

Planned  
Strategy/Activity

Proposed  
Expenditures

hard-drives, printers, document cameras, digital microscopes, smart TV's, cameras, ink cartridges, laptops, Chromebooks and necessary tools for application.

Photocopier rental, expenses and riso machine

Targeted Carryover 6141

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Due to the high Covid-19 rates in our county, our students spent the majority of the 2020-21 school year on distance learning. The amount of time our students spent away from campus, teachers, friends, and support staff had devastating impacts on our student's social-emotional health and academic achievement. Unfortunately, we were unable to provide in-person interventions for many students during the first semester of the school year, however; we were able to bring our most at-risk students onto campus to provide academic and emotional support throughout the year. Our students were not able to participate in the 2019-2020 CAASPP assessment, so those results were unavailable, but over 70% of our students were able to complete all four sections of the CAASPP in 2021. We were successful in administering 100% of our ELPAC testing during the 2020-21 school year and hopefully, our students demonstrated positive growth. Our EL facilitator provided academic and emotional support to our newly established ELD program and our students demonstrated academic and emotional growth throughout the school year. Due to the large amounts of time spent online, our students were able to take advantage of many learning programs, such as MobyMax, IXL, Renaissance, and Gizmos.

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

Due to Covid-19, we were not able to attend professional development outside of the district offerings during the school year. We removed one of our student support specialist due to possible budget cuts and placed the funds into purchasing additional Chromebooks to provide all of our students a 1-to-1 device during distance learning. We also decided to pull the funds from after school tutoring to support the purchase of technology devices to support academic achievement. Our site still offered instructional support through the utilization of established "office hours" at the completion of the regular school day.

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.

Due to Covid-19, our students have been out of traditional school for multiple months. We will need to focus our energy into developing and improving their reading skills so they can access all the curriculum across all subjects. Our available funds and energy will be utilized to develop and support interventions for our students who have suffered learning loss.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all stakeholders.

## Identified Need

Our staff members and community have recognized an increased need for emotional and behavioral support services and interventions. Multiple calls from parents and community members requesting assistance to support our students and families coping with difficult life situations. We will increase parent involvement and strengthen partnerships throughout the community.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Data Chronic Absenteeism Emotional and behavioral Interventions	Suspension will decrease to no more than 8% suspended at least once- by 2020-2021 Chronic Absenteeism will decrease to no more than 10% by 2020-2021	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Anna McKenney will hire a PASS Officer: The PASS Officer will work with students and families throughout our community to mediate student conflicts, which will lead to increase student time in the academic setting and to increase school to home communication of student needs. McK will maximize student learning time by decreasing distractions and create a safe campus. Increase attendance and parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel comfortable and safe. Providing strategies and incentives to encourage and support students making appropriate choices.	Targeted 87003.00
	Targeted Carryover 20997.00
	Discretionary 5430.00



Planned  
Strategy/Activity

Proposed  
Expenditures

Anna McKenney will hire a Student Service Administrator:  
The Student Service Administrator will work with students, staff members and administration to reduce student conflict and increase student time in the academic setting. All students will be in a learning environment that is safe, including bullying, drug-free and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and our PBIS expectations at the school site. The assistant principal at Anna McKenney will help in the organization, coordination and implementation of programs and/or activities related to students discipline, attendance and classroom instruction. Collaboratively assist the principal with student behavior, curriculum development and implementation and school site operations as assigned. Support in the supervision at athletic events, assemblies and parent night events. Be a collaborative member in the evaluation and performance evaluations of assigned personnel.

Targeted 32,800

Anna McKenney will increase parent engagement: Increase communication and partnerships with parents and encourage more participation in school activities and for the purpose of enhancing student achievement. We will cover the printing costs for home school communication, funding required for providing partial scholarships for parents to be fingerprinted through our district so that they may help at school functions. Provide parents with written information, newsletters, calendars, and phone calls to increase communication. We would like to develop and administer a survey for parents and community members, feedback will increase parent support and community connection. McK will host quarterly awards and assemblies to recognize and celebrate our students success: classroom, athletic participation, character traits, and community leadership and involvement.

Title I Parent Involvement 2654.

## Annual Review

**SPSA Year Reviewed: 2020-21**

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.

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## ANALYSIS

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

Our school utilizes many components of PBIS to foster a culture where students are connected to our school and community. Our PASS Officer (Intervention Specialist) and Assistant Principal oversee many components of PBIS and lead weekly Tier II meetings where student well-being and success is the primary focus. We work on developing strategies such as, CICO, Mustang Drawings, behavioral interventions, home visits and attendance competitions to help increase school culture. Developing positive school culture will support us in limiting out of school suspension and increase our daily attendance.

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 differences between the intended implementation 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.

Our PASS Officer will retire from the department this year and we will hire him on as a consultant. Otherwise, no changes will be made to goal #2.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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 3

Anna McKenney teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students.

## Identified Need

Professional Development will be provided to staff to increase knowledge and skills to impact student increases in academic performance.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers will utilize best practices while delivering high quality first instruction. Our teachers will collaborate in PLC discussions and implement new strategies to ensure all students are achieving at high levels.	We expect 90% of our teachers to participate in ongoing professional development to support their growth as a professional our students growth in the classrooms.	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Guiding Coalition: The Anna McKenney Guiding Coalition team will support in the development and growth of our Professional Learning Communities (PLC) at McKenney. We will dedicate time every other week for ongoing PLC and academic discussions related to student achievement, curriculum and essential standards documentation, and instructional strategies. Our team will plan and facilitate collaborative discussions with the goal of academic achievement through targeted intervention based on current data obtained from common formative assessments, district benchmarks and CAASPP results.	Title I 0

Planned  
Strategy/Activity

Proposed  
Expenditures

Professional Development:

McKenney teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students. We believe that high quality professional development is a powerful tool to assist our teachers in their work with all students. Utilizing effective teaching strategies is essential in improving academic achievement of all students. These PD opportunities are provided in and out of the district. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: EL Conference, CUE, PLC Conference/Institute, SCOE, PBIS, Solution Tree professional development training, GLAD, Science and Restorative Practices and School Site Safety. All PD travel related expenses.

Title I 10000.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Due to Covid-19 our staff was unable to attend PLC conferences this year. We were provided multiple opportunities to attend district-lead professional development. Our guiding coalition was unable to meet after school due to distance learning, however; we met many times throughout the school year through zoom.

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

Limited access to conferences due to Covid-19 restrictions.

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.

Changes will be limited and we are excited to get back to a normal school year. Our teachers will continue to collaborate in their PLC teams and the focus will be on the learning loss suffered by distance learning.

# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

School: Lindhurst High School

Principal: Bob Eckardt

### **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 5/26/2021.

Principal's Signature: 

SSC Chair Signature: 

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### LEA/LCAP Goal

Goal 1: 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 populations.

### WASC Goal

The California Standards for the Teaching Profession should be actively implemented as a tool to modernize classroom instruction to meet the Common Core and 21st century learning needs.

### Goal 1

Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on students identified as underperforming by not reaching proficient or advanced on the CAASPP, GPA between 1.5 - 2.5, and/or AP students who score under the state average of AP exams.

### Identified Need

As confirmed and identified by WASC Visiting Committee Report

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP English Scores	Increase of 10 points	Scores not released yet, but we anticipate a push or a drop in scores.
CAASPP Math Scores	Increase of 10 points	Scores not released yet, but we anticipate a push or a drop in scores.
AP scores	Increase average pass rate of 37 percent per course offered	Scores not released yet, but we anticipate a push or a drop in scores.
"Rising Stars"	increase by 5 percent	We had minimal students achieving the threshold of rising stars.
reduce number of credit deficient students per grade level	reduce by 5 percent per grade level	This number increased due to struggles with Distance Learning and student engagement
Redesignated report	Increase the number of students redesignated based on the ELPAC by 5 percent	
Graduation rate	Increase graduation rate by 2 percent to 92 percent	Our graduation rate appears that it will drop. Struggles with Distance Learning and student engagement

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
1.1 Provide on site IT specialist to support teachers in their technological needs as they are continuing to diversify instructional strategies surround new technologies and software.	<p>This position under normal circumstances has proven to be extremely valuable in assisting teachers with supplemental technology needs. During this time of COVID and Distance Learning, whether through SPSA funded supplemental, CARES funding, site discretionary funding or technology that teachers purchased out of their own pocket, this position provided service that truly helped support our students learn and engage. Targeted 80,000</p> <p>Targeted Carryover 7,100</p>
1.2 LHS will fund teachers before or after school to run PLATO program for students	<p>This expenditure was not as effective this year simply due to the challenges of Distance Learning. We will continue to offer this next year but will most likely be used extended learning funds through the District. Title I 15,000</p>
1.3 Supplement classroom supplies already provided through the unrestricted general fund. These supplies will provide additional opportunities for varied instruction, reteaching or enrichment.	<p>Additional supplemental supplies is always a big component in our classrooms. This will continue to be a funded activity in our Core courses Title I 38,000</p>
1.4 Purchase supplemental technology for classrooms such as document readers, TV's for AV presentations, student computers and printers	<p>While technology is an extremely valuable additional instructional resource, further technology purchased will be specific and targeted in the coming year. Title I 4,600</p> <p>Title I Carryover 25,400</p>
1.5 Lindhurst High School will fund two bilingual para educators to work with students in core classes	<p>With our high English language learner population we will continue to fund these two positions. We did not see significant results from them this year due to Distance learning but with IN person instruction we expect to again see tangible results from this. Title I 93500</p>
1.6 We will fund a student support specialist to work with students at risk of academic failure	<p>This position was in overload this year due to Distance Learning. We the extreme learning loss, credit loss etc as a result of the pandemic and educations response to that, this position will be critical in the coming years to work with students and families to get students back on track. Title I 50917</p>
1.7 Purchase additional materials and supplies for classrooms	<p>Additional supplemental supplies is always a big component in our classrooms. This will continue to be a funded activity for our non Core Courses Targeted 10,000</p>

Planned Strategy/Activity	Proposed Expenditures
1.8 maintain copy machine leases and service contracts	This expenditure will continue. Targeted 16,100
1.9 Lindhurst will purchase ILIT to be used with students reading at the elementary or middle school levels.	This is a valuable supplemental resource. LHS will not continue to fund this since it will now be funded through the District. Title I 5,000
1.10 Lindhurst will fund PLATO program for credit recapture	This expenditure was not as effective this year simply due to the challenges of Distance Learning. We will continue to offer this next year but will most likely be used extended learning funds through the District. Title I 20000
1.11 Provide Professional Learning opportunities for all faculty. This professional development will center around training, implementation, collaboration and best practices of professional learning communities (PLC) as well as Positive Behavioral Interventions and Support (PBIS). These professional learning and professional development opportunities will include PLC institutes, summits, trainings as well as extra time beyond the contract for teachers to collaborate	While due to COVID the vast majority of this was unable to be used. The value of PD and having experts come in is extremely beneficial and necessary to maintain best practices. This will continue for 2021-22 year. Title I 40,976
1.12 Fund teachers of all departments to work beyond contract hours for collaboration	Collaboration is a critical component to best practice, data driven instruction. This will continue.. Title I 10,196
1.13 Will continue to use Edulastic, a math program designed to supplement math instructors curriculum with common assessments and student data analysis	These supplemental programs will continue to be funded Title I 900
1.14 The use of the KUTA program for math allows teachers and students additional support and extensions for not only struggling students but students who are excelling.	These supplemental programs will continue to be funded Title I 1300
1.15 Purchase software, Enriching Students, to assist teachers with scheduling, tracking and supporting students during intervention time	Title I 5,500
1.16 Continue to use the Ascend math program for those students who are struggling 3 or more years below grade level in math.	This program is found to be ineffective and will not be continued in the upcoming year. Title I 3,200
1.17 To give the students as much supplemental or enhanced reading opportunities, LHS will purchase additional books for the library.	To provide as much high interest leveled opportunities for students to select books this expenditure will be continued as much as possible Title I 2500
1.18 In this changing world of technology, new ways to present and create presentations are available. Prior to the world in the Pandemic, the technology that was equivalent were SMART boards. Our teachers had researched SMART boards and with a limited understanding or availability of online resources and the "clunkiness" of the SMART Board (teachers lost	This was a major expenditure for this year. While we only had a limited amount of time to use this technology in the classrooms, the remaining 15 classrooms will be equipped with them next year. This is a limited one time expense. Title I Carryover 160,582



Planned  
Strategy/Activity

Proposed  
Expenditures

their white board due to having to mount the screen and the size of the screen was only 4x4 making it a bit impractical in a classroom of 36 student there was no interest. Now with online resources readily available and this working directly on a white board this has become very appealing. We sent three teachers who are on our site technology team to view a live demonstration. They were thoroughly impressed and shared the information and a demonstration video with the staff to survey to see who would be interested. This purchase is specifically for those teachers who have expressed a clear desire and plan to use this enhanced teaching tool. We will be purchasing Laser projectors for classroom as well as the cost to install them.

Title I 74,839

1.19 purchase add on for google classroom to help enhance the instructional environment and feed back to students with such programs as Automagical, Slip-n-slide, Pear Deck and others.

These supplemental "add ons" were very useful to the staff and will be continued next year. Even though we will be learning in person, the use of google classroom and other options will continue. Title I 8000

LHS will purchase supplemental materials, supplies, programs and teacher training geared specifically to improve academic performance of our English Language learner population

This is a critical component and we will continue this expenditure Title I 25,400

## Annual Review

### SPSA Year Reviewed: 2020-21

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 a very tough year. Due to the disruptions with COVID and the scattered direction of Distance learning in the state, we can't get a true measure of effectiveness. We do know that we will not be offering summer school again since that was a carry over from the previous year. All other expenditure will carry over. To see if their effectiveness will show up.

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 had a fundamental influence on making it impossible to analyze this.

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 believe that even with distance learning, given a full year, we can hit these goals.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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.

## WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

## Goal 2

Increase positive student engagement at Lindhurst High School

## Identified Need

As confirmed and identified by WASC Visiting Committee Report

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
positive press in our local news	4 articles over the course of the year showcasing positive activities at Lindhurst High School	Even through COVID we were able to garner some positive press, specifically our graduate that received a full ride scholarship to Duke
Binders or google drives for departmental PLC's	Each department will have a drive or file containing identified standards, student learning expectations, assessments and data correlating to those common assessments.	During distance learner and the havoc that ensued, it was difficult to maintain PLC time and documentation. These efforts will need to be renewed for the next school year.
suspension rates	decrease in suspension rates by 5 percent	Due to Distance learning we most definitely hit that mark but like other data is is severely misrepresented and is not useful
attendance rates	Increase attendance rate to 97 percent	Due to distance learning our attendance rates plummeted, but again the data is not representative

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 Supplement funding for an administrator who works directly with our students population.	This position will continue to be funded and will also be in charge of the new program to our school, Link Crew as well as manage the MTSS grant he secured for LHS. Targeted 37,000
2.2 Lindhurst will bring in motivational speakers and presentations for student assemblies	This is not able to happen this year and it is not anticipated for next year. Title I 8,000
2.3 Fund a PASS (probation) officer to work with at risk youth and help promote a positive school culture and climate and a positive bridge between our youth and law enforcement	This position will continue to be funded and during in person learning those positive relationships and programs will return to LHS Targeted 88579 Targeted Carryover 3804
2.4 Create a school technology team to work with the District's team. The will work with teachers, students and parents after work hours to support the technology needs of our full community.	This was a very valuable resource this year. We will continue this moving forward but not as many people. Title I 32,500
LHS will provide supplemental service contracts for teachers to work with our EL populations outside of the regular day, thus hoping to promote greater engagement and academic success.	This was not able to be fully utilized this year. We do recognize that next year we will be offering this. Targeted Carryover 22867

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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.

## WASC Goal

The school and District should develop collaborative structures and allocate sufficient resources to address the shift to the Common Core; develop rich, rigorous and relevant instructional strategies; align curriculum and assessments; and develop academies and pathways.

## Goal 3

Lindhurst will maintain and grow its college and career pathways

## Identified Need

As confirmed and identified by WASC Visiting Committee Report

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
college and career ready metric	85 percent of seniors will meet the measure of college or career ready	This goal was not met due to COVID
state dashboard	all subgroups will show an increase in college and career ready of at least 10 points	While the state dashboard has not been released, due to COVID we do not anticipate hitting this mark.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
3.1 Purchase materials and supplies for classroom and co-classroom activities	These supplemental materials provided additional learning opportunities for students and will be continued as funding permits Targeted 5000 Targeted Carryover 4000
3.2 Purchase materials and supplies for classroom and co-classroom activities	These supplemental materials provided additional learning opportunities for students and will be continued as funding permits Targeted 3000 Targeted Carryover 4000

Planned Strategy/Activity	Proposed Expenditures
3.3 Lindhurst will supplement materials and supplies for our STEM classes and activities in our Science Department	These supplemental materials provided additional learning opportunities for students and will be continued as funding permits Targeted 2000 Targeted Carryover 4000
3.4 Purchase materials and supplies for classroom and co-curricular activities	These supplemental materials provided additional learning opportunities for students and will be continued as funding permits Targeted 3000 Targeted Carryover 4000
3.5 In order to have move of an industry standard and feel, the instructor will use the ADOBE software to enhance the learner in this course and pathway.	We will continue to use ADOBE as a supplemental program for our media class. Targeted 3500 Targeted Carryover 4000
3.6 Purchase materials and supplies for classroom and co-curricular activities	These supplemental materials provided additional learning opportunities for students and will be continued as funding permits Targeted 3000 Targeted Carryover 4000

## Annual Review

### SPSA Year Reviewed: 2020-21

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 activities we established were very effective within the CTE classes. We will continue to fund these as dollars permit. It promoted high engagement.

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

Unfortunately we had issues with scheduling resulting in a number of students not being completers. A meeting was held over the summer and this issue has been corrected.

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

No changes will be made with the exception of an additional CTE pathway, construction technology.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

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

## WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

## Goal 4

Lindhurst will increase positive parent participation and press within our school and community

## Identified Need

As confirmed and identified by WASC Visiting Committee Report

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
greater parent attendance	parental attendance at school sponsored events will increase by 15 percent	Due to COVID not possible
Boosters	establishment and continued involvement of a school boosters club	Due to COVID not possible however we did get parent support for PROM

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
4.1 adds in the local paper announcing positive student academic performances as well as events	We will continue next year Title I Parent Involvement 2591
4.2 postage and mailings to parents communicating events at Lindhurst	This was underutilized this year due to COVID may consider next year. Title I Parent Involvement 2200

## Annual Review

**SPSA Year Reviewed: 2020-21**

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.

We still struggle with engaging and bringing parents in.

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 implementation occurred as we planned. The results did not improve.

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

This council is currently looking at ways to bring more parental involvement in.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

## WASC Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 5

Planned  
Strategy/Activity

Proposed  
Expenditures

# Annual Review and Update

SPSA Year Reviewed: 2020-21

LEA/LCAP Goal

WASC Goal

Goal 6

Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Strategies/Activities for Goal 6		
Planned Strategy/Activity		Proposed Expenditures

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**  
**Annual Program Evaluation - 2020-21**

School: Marysville High School

Principal: Shevaun Mathews

**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 05/26/2021.

Principal's Signature: Shevaun Mathews

SSC Chair Signature: Billy Williamson

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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.

## WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student voice and/or student centered instruction to aide in the transition to common core state standards and increase academic rigor. (COLLABORATION)

## Goal 1

Improve first instruction, rigor and engagement across all disciplines to improve the academic performance of all Marysville High School students in all areas of student to prepare them to be career and college ready.

## Identified Need

As identified by WASC Action Plan. Increase rigor and instruction for all students as monitored by summative (state) and formative assessments

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSPP English/Language Arts	Increase of 10 points	No data for 2020
CASSPP Mathematics	Increase 10 points	No data for 2020
Reclassification of EL students using the ELPAC assessment	Reclassify 5 students	MHS reclassified 22 students in 2020-21.
Graduation rate	Increase graduation rate by 2%, from %94 to %96	
College/Career readiness	Increase percentage of students qualified as career/college ready by 10%	
Advanced Placement	Increase site-level AP exam pass rate from 54% to %58.	
EAP	Increase EAP exam passage rates from 12% to 14% in ELA and from %57 to %58 in math.	
special education	Increase student performance on CASSPP ELA, math and CAST performance by 3%	

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Strategic and direct academic and language support to EL students and all EDY in the classroom and after school provided secondary support specialist, and by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.	Title I 10,000. Title I Carryover 20,987.
Marysville High School will provide a secondary support specialist to assist EL learners within the classroom, in small group, and after school during specialized tutoring opportunities	Title I 44,000.
Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, English, Math, science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students	Title I 20,000. Targeted Carryover 6,000. Title I Carryover 20,000
Provide supplementary technological tools and applications and subscriptions to enhance common core instruction in all academic areas and expand students knowledge and access to current technological application in education, arts and industry.	Targeted 30,000. Title I Carryover 30,000.
Communication and Lesson Delivery: Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanning, emailing, faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. Maintenance service agreements for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.	Targeted Carryover 8,000. Targeted Carryover 8,000.
Provide additional classified support/staffing in targeted classroom/subjects, such as mathematics, science and English/Language arts to provide instructional support to EDY students in the general education setting.	Title I Carryover

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

With the addition of an EL facilitator and College/Career center technician, Marysville High School has seen an increase in reclassifications of our EL students and College and Career Readiness indicators for students. Although COVID-19 interrupted state testing and EAP results, we had anticipated an increase in our scores for this year.

We had 97 CTE pathway completers for the 2019-20 school year. We had 73 CTE Pathway Completers for 2020-21.

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

Until March of 2021 there were no major differences in intended implementation and or budgeted expenditures to implement strategies. However, with COVID 19, we had to restructure how we provided AP exams and looked at data.

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.

Much of the outcome data will not be available due to COVID-19 interruption of service.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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.

## WASC Goal

Develop and utilize systemic assessment programs and processes in order to leverage student performance data to direct decision making and inform instruction as a means of increasing rigor (DECISION MAKING)

## Goal 2

Sustain and enhance positive school culture, safety and engagement at Marysville High School.

## Identified Need

Increase positive school culture across Marysville High School for staff and students. Reduce chronic absenteeism with at risk students, increase positive attendance percentages, reduce D's & F's among at risk youth, and decrease suspension rates for at risk populations by 2%. See WASC Action Plan

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension rates	Decrease suspension rates by 3% (from %8.2 to %5.2)	
Attendance Rates	Increase overall student attendance to 97% and reduce chronic absenteeism by 2%	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Fund PASS Officer to work with at risk youth to increase attendance and school performance, & engagement promote a positive school culture and maintain a positive connection between students and law enforcement agencies.	Targeted 98,682
Supplement funding for 25% of administrator to work directly with at risk students. This includes meetings with families, weekly travel/ mileage to distance learning sites, coordination of services including	Targeted 25,000.00 Targeted Carryover 18,000

Planned Strategy/Activity	Proposed Expenditures
transportation, home visits, attendance meetings, organization of SEL support. Support for technology for students with connectivity.	
Fund an At Risk Consultant/counselor	Title I 41,000.00
PBIS, Link Crew capacity building expenses: The PBIS coordinator facilitates the Tier I & II process looking at behavioral and attendance data using the SWIS data analysis program. From the data, the SWIS data, the Tier 1 & II teams set goals and target areas to increase positive behavior/culture on campus, reduce tardies, truancy and discipline that results in lost learning time for students. Activities include weekly facilitated meetings around data, student presentations via poster, video on behavioral expectations, staff activities to facilitate a campus wide education and promotion of RESPECTFUL, RESPONSIBLE AND HEALTHY expectations.	Title I 24,323.

## Annual Review

### SPSA Year Reviewed: 2020-21

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 PBIS team submitted a performance video to demonstrate efforts in reducing discipline and promoting positive school culture. Data analysis may be skewed due to COVID 19 school interruption.

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

We implemented the programs and staffing intended to increase attendance percentages and reduce discipline. Even with the interruption of school due to COVID 19, we continued to implement service to students, monitoring distance learning attendance, providing phone calls home, and doing home visits to check on students and families during this time. From March 16th to June 1st, 150 personal contacts were made weekly to families and students by PASS, intervention and intervention specialist to check on academic, social emotional status and attendance. The PBIS team launched videos and social media posts to keep students grounded in our school and support the RESPECTFUL, RESPONSIBLE AND HEALTHY tenants. The PASS Officer shifted duties to expand home visits by 300%, outreach and support of students increased in the form of phone calls, connecting families to community supports, SEL support and stragezing outreach to the student/community.



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.

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Depending on budget, we may have to make a reduction in services for the 2020-21 school year. Ideally, the structure would remain.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

## WASC Goal

Develop a strategic and comprehensive outcomes for sped and EL students.

## Goal 3

Increase the number of students that are identified as college and career ready as measured by the dashboard.

## Identified Need

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the percentage of students that are considered college/career ready	Increase by 5%	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Postage, paper, labeling, and printing costs for supplemental parent communications, including, and parent newsletters, flyers, signage to involve community stakeholders in improving the academic outcomes for students.	Title I Parent Involvement 988.
Purchase of applications or technology, that enhance communication with families related to student progress, and career/college information and outcomes and/or increase access for EL students to curriculum, English/Language technology applications.	Title I Parent Involvement 1,072. Title I 25,000.00 Title I Carryover 9,530.

# Annual Review

**SPSA Year Reviewed: 2020-21**

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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.

Emphasis and education from Counseling team, college/career technician and implementation of NAVIANCE produced an 8.2% increase in college/career readiness as measured by the CDE Dashboard between 2017-18 & 2018-19.

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 major differences between the intended implementation - although due to COVID, we expanded our ability to reach families via social media platforms, email, SMS text and all calls. We also expanded our ability to get information from parents via surveys to help with decision making.

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.

Depending on how we open the new school year due to COVID may change how we send and receive input from families. However, we anticipate continuing our hard copy newsletters and translated documents for parents. We have moved our scholarship information to online as well as paper copy information.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## 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.

## WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student centered instruction to increase rigor across the curriculum.

## Goal 4

Professional Development: 80% of staff will participate in professional development and study best practices around school culture, positive behavior interventions/supports, professional learning community work.

## Identified Need

Site administration, site leadership team, and district leadership employ a long-range, comprehensive and cohesive staff development plan focused on strengthening the rigor, curriculum, instruction and the academic performance of all student to improve academic, career/college readiness outcomes for ALL students via a high performing professional learning school community.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff participation in PLC professional development	Increase staff participation in PLC trainings by %2.	
Professional development: PBIS	Increase/maintain professional development opportunities for staff in Tier 1 and Tier 2 PBIS	
Professional development to improve student academic performance	Increase staff participation for subject specific PD by %2.	
Professional development to improve outcomes for at risk/EDY students	Increase staff participation in PD to learn instructional strategies to support EL, SPED, and EDY youth	

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
Professional development : Professional development, substitutes and collaboration around best practices in education in the areas of Literacy, strategic math, strategic ELA, and common core content area SDAIE	Title I 48,067. Targeted 4,560. Title I Carryover 22,235.

teachers (math, ELA, AVID, EL, Rtl, social science, and science teachers), up to 10 times a year, for the purposes of aligning curriculum to the common core standards, pacing, processing student assessments, integrating learning skills (content literacy, organizational, study skills), and enhancing intervention strategies so all EDY students will attain a gain in the number of students achieving proficiency on the ELA/math CAASPP and new CAST.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

We have increased the number of staff members participating in professional development activities over the past three years.

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

Due to COVID-19, our normally planned PLC conferences and professional development activities have been adjusted. This year we offered professional learning community opportunities for new teachers and offered grading practice conferences to all teachers interested in the format of virtual conference. Our grading practices as a site have changed and are evolving to be more specific to the essential standards that we want students to know and be able to do.

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 continue to provide PD to staff related to professional learning community work. This year will focus on providing targeted and specific intervention to students who need extra support in learning the essential standards by course/subject.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

## WASC Goal

Strategic planning and implementation of a comprehensive plan to increase college/career readiness skills and outcomes for students.

## Goal 5

Increase the number of Marysville High School students identified as career/college ready as measured by Dashboard.

## Identified Need

Increase number of students awareness of post high school readiness skills, career/college/military/trade school opportunities. accessing and completing AP courses, college prep courses (A-G)

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase Marysville High School's outcomes of students applying for and attending post secondary colleges and trade schools or military.		
Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online course.		

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Proposed Expenditures
Provide a college/career center technician to increase opportunities for college and career readiness. This service will provide structured activities and supports to gain information and access to post high school options in a center based model. Students can research and apply for colleges, military and trade schools.	Title I 43,000.

Planned  
Strategy/Activity

Proposed  
Expenditures

Provide materials, supplies and support to EDY students in the areas of college and career exploration, readiness to increase students skills and awareness of college and career options.

Title I 5,000.

Provide online software and two to four teachers to teach credit repair classes serving at least 50 students after school during the year and during the summer.

Title I 30,235.

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

Title I Parent Involvement 1500.

Provide opportunities for students to access academic extension activities to improve speaking, listening, reading and writing skills which will increase academic preparation in core subjects, provide access to career technical pathways and increase college/career readiness.

Targeted 5,000.

Title I Carryover 20,000.

Targeted Carryover 235.

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Our college career center technician made a major shift in services this year from in person, or in class lessons to providing support and lessons in Google classroom, website development and support to students remotely. The Scholarship and Awards was a video presentation again this year. In addition, we expanded our partnerships with Yuba College and the local One Stop to provided students better access to FASFA, college classes, apprentice job opportunities.

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

Credit repair: We anticipated serving approximately 60 students, we actually will have served 200 students with credit repair during the school year and summer. We doubled the amount of teachers serving students for credit repair.

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.

In the next year, we would like to double the amount of colleges visiting and providing information to students. We would like to expand classroom lessons to juniors and seniors related to interest inventories, strengths and college/career research options.



# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2020-21**

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School: Marysville Charter Academy for the Arts

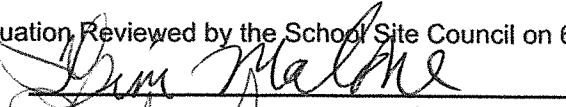
Principal: Tim Malone

### **School Site Council Certification**

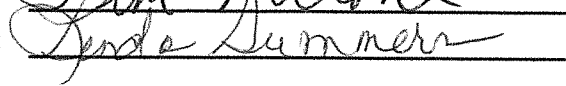
**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on 6-1-20.

Principal's Signature:



SSC Chair Signature:



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### 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 targeted population.

### WASC Goal

Goal 1: Student achievement in mathematics will improve by 3% annually. Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students In Honors and AP classes.

### Goal 1

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 targeted population.

### Identified Need

MCAA's overall student achievement in math, according to 2019 CASSPP data (latest CAASPP data), is lower than in other subjects. Our Hispanic subgroup's average distance from standard is -36.3. Our EL students average distance from standard is -65.5. Our overall average distance from standard is -18.1. The previous data was true before the COVID-19 pandemic hit. Now, many of our students have experienced significant learning loss according to local data and the teachers overall experience working with students this year. So, maintaining the addition of math support classes at the 8th, 9th, and 10th grade levels would allow teachers to reteach struggling students at a slower pace in small group settings. Maintaining an additional math teacher would allow three support intervention classes to be kept on the master schedule and maintain the reduction in class size in targeted math classes. In addition, the supplemental .85FTE allows for more collaboration among math teachers during PLC time. The PLC time would be dedicated to reviewing student data, identifying student needs, and working to develop interventions to make up for the learning loss caused by the COVID-19 pandemic and the resulting distance learning situation.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State assessments in math (overall)	45.5% of students at met or exceed standard in math, closer to standard	49% met or exceeded the standard in mathematics using local data. However, this local data is not yet as accurate a gauge of student learning as the state CAASPP exam. Comparable state data is not available yet for 2020-21. The math teachers believe that many students have experienced learning loss after over a year of distance learning.
All math classes will be Williams compliant by having a CCSS math book for all students.	Maintain 100% compliance	Maintained 100% compliance.
State assessments in math (Hispanic students)	Closer to standard	Unfortunately, due to the pandemic, there were no state CAASPP assessments in 2020.

A-G Requirements	Maintain	At this time, we do not have data for A-G requirement completion for our seniors for 2020-2021 school year.
Graduation Rate	Maintain	We do not have graduation rate data for the 2021 graduating class, but we believe it will be 100%.
AP Exam Passage Rate in Calculus	AP passage rate of 20% or higher	We do not have any 2021 AP course exam results yet. We believe, though, due to the pandemic, we will see a drop in the passage rate.
EAP passage rate in math	Increase the math passage rate to 43%	No 2021 results yet. Using local data, though, we did not see a drop but believe that this local data is not the same comparison as the state CAASPP exam. We believe that student achievement has declined due to the pandemic and distance learning.
Attendance rate	Maintain	Maintained
State assessments in math (EL students)	Closer to standard	Many of our students did have learning loss over the course of the 2019-20 and 2020-21 school years. Many have also lost their connection to the school and to their peers. Using local data, we can see that overall student achievement in math, English, and science has declined when comparing data from the 2019-20 fall semester (pre pandemic) to the 2020-21 fall semester. EL students and socioeconomically disadvantaged students have both suffered the same kinds of learning loss and loss of connection to the school that students have overall, but in many cases even more acute.
Common Formative Chapter Assessments in all math subjects.	Improve overall, EL, and Hispanic subgroups by 3% over 2018/19 scores.	Common formative assessments in math for the first semester of the 2020-21 school year showed a slight increase in student achievement in math but it is believed that these common assessments are not yet indicative of the state CASSPP exam. The math teachers do believe there has been significant learning loss over the last year or so.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Keep an additional math teacher in order to reduce class size in some math classes and to keep 3 additional support classes on the master schedule.	85% Cost of a math teacher. Title I 99363

# Annual Review

**SPSA Year Reviewed: 2020-21**

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.

With the Title I funds, we were able to maintain an additional full time math teacher. This allowed us to maintain a reduction in class size in nearly all math classes. Another result of having an additional math teacher was that we were able to offer several more Math Support classes. Before last year, there was only one of these classes offered on the entire master schedule, which meant it was more like a math study hall - very little actual instruction. But, we now have specific subject targeted math support classes, where the teacher is able to instruct students in just one particular math subject. The teacher in this class is also able to review and fill in gaps in the students' math education. It is unfortunate that the MCAA math PLC team was unable to administer the state math exam in the 2020 school year. In 2019, the math team improved 15 points or more on the mathematics indicator for socioeconomically disadvantaged students, Hispanic students, and all students. We feel that the 2020 state math exam would have shown that our students would have continued to improve, possibly even more than the 15 points from the previous year. This year MCAA was awarded the California Distinguished School Award (2021). The math PLC team will be focusing on recovering the learning lost due to the pandemic and the distance learning situation.

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 changes.

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..

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

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

## WASC Goal

N/A

## Goal 2

Increase parent and stakeholder engagement in the education of their students.

## Identified Need

More parents need to become academic partners and more involved in their childrens' academic success and school life. This is especially true due to the lost connection to the school that both parents and students have experienced due to the mostly distance learning only situation experienced for over a year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of parents fingerprinted	Increase by at least 3 fingerprinted parents	No parents were fingerprinted due to the school being unable to hold events and field trips. This was due to COVID-19.
Printing and mailing of parent newsletter	Maintain	Maintained

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Increase parent participation and involvement in the school by offering free fingerprinting for the first 10 parents.	Cost of free fingerprinting for 10 parents. Title I Parent Involvement 684
Print and mail the parent newsletter with academic information, ways to be involved, and important dates and events.	Cost of printing and mailing the parent newsletter and academic information. Title I Parent Involvement 466

## Annual Review

## SPSA Year Reviewed: 2020-21

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 year was an awful year for parent involvement. This was entirely due to the COVID-19 pandemic. The pandemic shutdown nearly all of our events. Not until the very end of the school year were we able to have one dance and a senior dinner. But, these events were limited to only staff and students that tested negative for the coronavirus. Therefore, the number of parents fingerprinted this year was actually zero. This is very sad because the lack of events and on-site classes has affected our students social/emotional well being and connection to the school. Next year we plan to have our normal slate of events and possibly even increase them to make up for the 2020-21 school year. We will be encouraging parent involvement more than ever.

We were able to send out our parent newsletter and academic information over the 2020-21 school year as normal.

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

Unfortunately, due to COVID-19, we were unable to fingerprint any parents because there were no events or field trips parents could attend. Therefore, the \$684.00 allotted for this was not spent.

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 to this goal. We will be encouraging parental involvement more than ever.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### 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.

### WASC Goal

Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

### Goal 3

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 recovering learning loss due to the coronavirus pandemic and the affect of such a long period of distance learning. In ELA, language growth of all students will return to prepandemic levels. In math, teachers will work to recover the learning loss experienced by many students due to the pandemic. For 2021-22, English Language Learners at MCAA will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2021-22 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current level for only a second year, and/or meet reclassification criteria.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learners receiving designated ELD	100%	Maintained 100%
Textbook availability	100%	Maintained 100%.
Adequate facilities	100%	Maintained 100%. We actually had the addition of one classroom.
Correctly assigned teachers (subject areas and EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 7-8 and 11	All students maintained - Green	No CAASPP exams in 2020-21.
Overall CAASPP (math) Grades 7-8 and 11	All students increase - Green	No CAASPP exams in 2020-21.
Overall English Learner progress	75% making progress	Due to the COVID-19 pandemic, the overall progress of English Learners is harder to gauge. But our English teachers' local data does indicate learning loss for the 2020-21 school year.



Reclassification	25% reclassified	We do not have the results of the 2020-21 school year effort to reclassify our EL students but believe it will be much better than the 2019-20 school year. In 2019-20, our students were not able to take the state CASSPP exam, which is one of the major ways that our students qualify to reclassify. This year, they all did take the CASSPP exam.
Chronic Absenteeism	All students maintain or improve - (Blue)	Maintained in 2020. It should also be maintained this year - data not out yet.
Suspension Rate	All students improve - Green or Blue	Due to very little in-class instruction this year, the suspension rate will improve for the 2020-21 school year. But, data is not out yet.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Effective classroom instruction: provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.	Cost of the I-Lit program. Title I 1,500.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Our EL students did experience learning loss in both English and math, according to local data and our teachers' overall assessment of the situation caused by the COVID-19 pandemic. Many students simply stopped attending their virtual classes and fell behind. The connection to the school and its support was not easily accessible due to the situation. Only one EL student was reclassified in the (19/20) school year due to the cancellation of the CAASPP. We were also unable to administer the 2019/20 ELPAC due to the coronavirus. The school purchased and implemented the iLIT program for the 20/21 school year. We believe the reclassification rate will once again rise to normal reclassification rates of 50-80% for the 2020-21 school year. The I-Lit program and our PLC teams in English and math will help our EL students make up for the learning loss in the 2020-21 school year.

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

No major differences between the intended implementation and the budgeted 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 continue with designated EL instruction and focus on our EL students through our PLC teams. We will also utilize our intervention period to provide further support for these students.

# **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

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## **Annual Program Evaluation - 2020-21**

School: South Lindhurst Continuation High School

Principal: David Jones

### **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 May 27, 2021.

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

District LCAP Goal #1: 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.

District LCAP Goal #2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

## WASC Goal

Goal 1: Critical Area 1: The administration and staff will improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies to all students especially those identified as struggling, EL and Special Education students.

Goal 2: Critical Area 2: The administration and staff provide ongoing professional development to instructor's as they provide front-line support and well-being to students struggling with social, emotional, and behavior issues ensuring a safe learning environment to all students.

Goal 3: Critical Area 3: Provide an equitable and robust virtual platform for all students and parents. The administration provides increased support to individual teachers in implementing the standards and 21st Century Skills to support increased rigor to all students.

## Goal 1

Improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies and intervention to all students especially those identified as "At Risk" (struggling), E.L. and Special Education students.

## Identified Need

Academic rigor must increase within all aspects of the school building. Forms of intervention and extension to maximize the potential of all learners. Students who are struggling must be caught early and provided immediate intervention. Analysis of state testing results over a 3 year period indicates growth but low percentages of students reaching or exceeding standard. Survey data from students and staff indicate that research based strategies are needed to improve instruction and achievement. Nearly 23% of SLHS enrollment each quarter are English Learners and 10% are on an IEP. Continued refinement and growth to support these learners is needed to meet their needs fully.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Professional Development: Staff Attendance of trainings/conferences/workshops	Attend at least 1 training beyond district offered trainings	This goal was met by all staff as indicated on the staff shared google drive and document below.
Professional Development: (Share new information with the team) Staff Google Classroom, Google Team Drive & PLC Agenda's	Documentation should be housed within one of the three options to share information with the PLC team to improve instructional planning and intervention.	Goal was met and is housed within the shared google team-drive.

Resource/Intervention: Reclassification Data	Goal: Reclassify 5 or more students	Goal met: Reclassified 7 students
Resource/Intervention: Graduation Data	70+ graduates	Goal not met as of 5/27/21: 61 graduates crossing stage but 30 seniors will attend mandatory summer school (June 14-July 2) to complete credit. Those who complete graduation requirements in summer school will be considered 2021 graduates and will receive their diploma.
Resource/Intervention: CAASPP scores increase (Math, ELA)	ELA: At standard (Looking for positive growth) Math: At Standard (looking for positive growth)	No data yet.
Attendance Data	97.5% average for 2019-20	Goal not met and very difficult during the pandemic. Our attendance avg. 80.1%
C.I.A. Common Informative Assessment Data through PLATO	ELA: 40% MATH: 10%	
PLATO Credits Earned	320 total credits earned in 2018-19	Goal Met: 654 credits earned up to the end of 3rd Qtr.
Workshop & Parent Meeting Attendance Data	At least 70% of targeted population attend	Not met due to no in person meetings and no FAFSA onsite workshops
PLATO Test Pack Assessment Data	ELA: 40 students Met Standard MATH: 10 students Met Standard	51% Met standard for ELA Math: Did not take this school year

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
<p>Professional Development:</p> <p>Increase research based methodologies and strategies for E.L., SPED, and At Risk Youth. Every staff member will attend at least 2 professional growth trainings, workshops, or conferences per year that are related to our Critical Growth Areas, Schoolwide Learner Outcomes, or SMART Goals.</p> <p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• UDL Training</li> <li>• CCEA conference for continuation high schools</li> <li>• PLC conference</li> <li>• Electronic/virtual webinar and trainings</li> <li>• Google Training for all staff</li> <li>• District P.D.</li> <li>• On-site workshops/trainings</li> <li>• Off-site workshops/trainings</li> <li>• County workshops/trainings &amp; conferences</li> </ul>	<p>Professional Development this school year predominately came from district offered P.D. and staff development through our weekly PLC meetings. It was a unique school year with the pandemic. Our school site, staff and families had to remain flexible throughout the school year to adjust to the pandemic and adopted CDPH and county guidelines. All P.D. was done virtually through zoom, webinars and other online platform offerings.</p> <p>2020-2021 Professional Development (STAFF)</p> <p>EDMENTUM PLATO: (3) 2 hour virtual Edmentum PLATO trainings paid for out of Targeted funds: \$1,500.00</p> <p>Duggan, Eugene: Sexual Harassment, Blood Pathogens, Homeless, Medication Administration, Mental Health and Suicide Prevention Training, Diabetes, and Emergency Medication Training.</p>

Planned  
Strategy/Activity

- Expenditures to include conferences, transportation, lodging, extra duty, sub costs, fees, etc.
- Professional Development materials/books/videos/resources/subscriptions for staff to learn and implement new strategies to ensure that all learners reach mastery of Common Core Standards

Proposed  
Expenditures

MJUSD Professional Development Trainings: Methods for teaching hybrid learning, Screencastify/Loom, and Pear Deck for beginners & intermediates

Guzman, Jannet: ELPAC Examiner Certification; Suicide Awareness Training; Flipgrid; Google Drive & Gmail organization with Jennifer Deslaurier

Jones, David: Sexual Harassment, Blood pathogens, Homeless, Distance Learning Attendance Accountability Training, Google Sites, Student Engagement Accountability Training, Mental Health and Suicide Prevention Training, CAASPP Training, ELPAC Training, COVID Screening & Wellness Training, Methods for teaching Distance Learning Training, Screencastify Training,

Lowe, Bryan: Child Abuse and Neglect, Bloodborne Pathogen Exposure Prevention, New Hire Orientation, Coronavirus: Cleaning and Disinfecting Your Workplace, Coronavirus: Reopening Your Organization, Sexual Harassment Prevention for Non-Managers, Suicide Prevention Training, Google Sites, Google Classroom for Beginners, Digital Math Tools, Methods for Teaching Hybrid Learning, Crash Course on GoGuardian

May, Merri: Distance Learning Attendance Accountability Training, COVID Screening and Wellness Training, Sexual Harassment, Blood Pathogens, Homeless, Medication Administration, Diabetes, and Emergency Medication Training, Mental Health & Suicide Prevention Training, Identifying Human Trafficking from PROTECT

Perez, Elizabeth Mindfulness ASCA Webinar, Suicide Training, Child Abuse and Neglect, Bloodborne Pathogen Exposure Prevention, New Hire Orientation, Coronavirus: Cleaning and Disinfecting Your Workplace, Coronavirus: Reopening Your Organization, Sexual Harassment Prevention for Non-Managers, Bitmoji Virtual Classroom, Counselor/Psych Meeting (SEL), Edmentum PLATO, Yuba College FAESA,

Planned  
Strategy/Activity

Proposed  
Expenditures

WebGrants Nuts and Boltz, CA Dream Act & AB 540, ELD & ILIT, Positive Discipline, Counselor Meeting with Yuba College, monthly counselor meetings, The Solution Focused IEP, 504 and RTI – A Strengths Based Approach to Planning.

Smith, Jessie: New Professionals Institute last semester and of course our annual Ag teachers RoadShow, CAASPP PD, Hybrid Learning/Blended Learning Model Training, Flip Grid Training, Sexual Harassment, Blood pathogens, Google Sites, Mental Health and Suicide Prevention Training, "Distance learning: Teaching For Engagement and Impact in Any Setting" webinar by Corwin, Teaching with Bitmojis webinar, "COVID-19: Moving Your Classes Online" webinar by Brandman, "21st-Century Competencies: Empowering Students Using the 4 C's" webinar by Brandman

Sweetwood, Kevin: Sexual Harassment, Blood Pathogens, Homeless, Medication Administration, Mental Health and Suicide Prevention Training, Diabetes, and Emergency Medication Training, iLit Training (twice), MJUSD Professional Development training: Pear Deck Training for Distance Learning, Kahoot and Quizlet Training for Distance Learning, Google Sites Training, iLit Training for Distance Learning

Sullivan, Patricia  
Mandated Reporter, Blood Borne Pathogens, Coronavirus: Cleaning and Disinfecting/Reopening Your Organization, Sexual Harassment, Teacher Wellness, Special Education Training/Meetings, Mental Health Keynote Speaker, Suicide Prevention Training,

Underwood, Daniel  
Hybrid Learning/Blended Learning Model Training, Flip Grid Training, Sexual Harassment, Blood pathogens, Google Sites, Mental Health and Suicide Prevention Training, NGPF Personal Banking Curriculum Training, "21st-Century Competencies: Empowering Students Using the 4 C's" webinar by Brandman, Placer County Office of

Planned  
Strategy/Activity

Proposed  
Expenditures

Education "California Health Education" training  
Targeted 6,000

Resource/Intervention with Secondary Student Support Specialist position:

Build in intervention and supports within the school day to ensure that all students understand the content and maximize learning potential. Student Support Specialist will provide direct academic support within classrooms of greatest need as determined by the administrator and PLC team. Students who need academic intervention will be identified and provided direct support by the Secondary Student Support Specialist (push in / Pull out model) in CORE academic content areas.

This position provides the following intervention to students:

- Push-in intervention within the classroom during normal instruction
- Flexible pull-out intervention for re-teach (small group or 1 on 1)
- Built in intervention & study hall as an actual class period to receive additional help, complete missing assignments, tutoring and intervention
- Drop -in class periods for support as needed

Other duties may include: Meeting with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Providing low level social/emotional intervention to improve academic focus. Communicating with parents about progress and supports at home. E.L. focus to provide ongoing support to second language learners and reclassify eligible students out of E.L. classification.

Mrs. Jannet Guzman our Secondary Student Support Specialist provides support to all of our learners with a special focus on our E.L. learners. She also acts as a family liaison for all second language learner families. The COVID-19 Pandemic has required this position to provide support from a distance, expanded communication responsibilities, provide flexible ELPAC testing and meeting formats in person and electronically from a distance. This year Mrs. Jannet has taken on the responsibility of monitoring, tracking and providing ongoing support to our large potential graduate list in the Spring semester. Approximately 50 students started on this list and 90% of them have reached their graduation goals on time. The remaining 10% will attend mandatory summer school to complete their final credits and earn their high school diploma. The monitoring included weekly progress updates, ongoing communication and support to parents and students, goal setting with individual students, and communication back out to staff. Mrs. Jannet has played a pivotal role in 61 total seniors reaching the goal of graduation. (Data for potential graduates and site based intervention is housed within the google team drive)

She has also worked hard to meet the needs of our E.L. Learner population. 7 students were reclassified to eliminate their English Learner designation label by showing proficiency in the English language in a variety of measurements. The goal was 5 so this goal was accomplished. That equates to 20.6% of our E.L. population were re-designated this year from a distance. Approximately 28% of our student population were considered E.L Learners according to enrollment data. All English Learner data and intervention data is housed within the 2020/21 SLHS Shared Team Drive folder.

New enrollment Meetings via ZOOM: The relationship building process begins when students and families inquire about enrollment. Mrs. Jannet attends every enrollment meeting to begin that relationship between school and home. She actively participates within the meeting, provides a face to the name, and helps comfort the transition to a new school. Student and parents are able to know their point of contact and the support services that are available to them.



Planned  
Strategy/Activity

Proposed  
Expenditures

The Secondary Student Support Specialist under the leadership of Mrs. Jannet is invaluable and is highly recommended to continue next school year. During our WASC Mid-Cycle review it was identified as a key area of support and a foundational piece for this program moving forward. This expenditure and position should continue into the 2021-22 school year.

Title I 39,308

Title I Carryover 16,602

Instructional Technology & Materials and Supplies  
(Teaching & Learning):

Support teachers in engaging students in achieving content mastery and 21st Century Skills. Expenditure is primarily for student use supplemental materials, subscriptions, teaching guides/supports that help extend learning through demo's, visual learning and hands on activities.

\* External DVD Players for new Laptops that will allow teachers to support adopted curriculum with educational videos and visuals for in depth student learning and comprehension.

\* Laptops will be used for instructional delivery of distance learning grade level content. The laptops will help fill an equity gap for all learners by using the online curriculum, google classroom, zoom and video features to deliver high quality instruction and intervention to all learners.

\* Ipad tripods to support the recording of instruction for online learning and support.

\*Desktops, laptops/ chromebooks, printers & visual aids to promote 21st Century skills embedded within the daily curriculum. Aimed at all students achieving mastery on content standards.

\* Reading Intervention & supports

\* Writing resources for mastering writing standards and creating student portfolio's of work

\* Math Intervention & support programs & materials

Technology & Materials /Supplies:

This year we allotted \$23,385 to purchase 75 14" chromebooks this school year. The student chromebooks have been on back order the entire school year from September 2020 to May 2021. The need for additional chromebooks came at the heels of the COVID-19 Pandemic requiring our school to offer a distance learning platform all school year to our student families. Luckily, South Lindhurst has utilized site money each year for the past 5 years to replenish the chromebook carts in each classroom. This has allowed our site to provide a 1 to 1 ratio for chromebooks. The Spring semester SLHS wiped out the onsite inventory of chromebooks and relied on the comprehensive sites to allow the newly transferred students to keep their chromebook for the remainder of the school year. Student chromebooks became a foundational piece for distance learning. They were used for attendance through ZOOM, instructional delivery and support through google classroom and Edmentum PLATO, and a source of communication back and forth between school to home via email.

Teacher laptops are now 5 years old and our staff began to experience update issues, slow processing speeds, online adopted curriculum capatability issues and camera/mic problems for distance learning. A purchase for new laptops for instructional purposes was made this year using Targeted funds within the Site Plan.

This expenditure allowed our teachers to finish the current school year without technical issues to provide the best online instructional experience for our students.

The use of Zoom and google classroom will likely be an important feature of education into the future.



Planned  
Strategy/Activity

Proposed  
Expenditures

\*Math support materials and texts that connect standards based math concepts to real life. Consumer and Personal Finance related materials to supplement adopted district curriculum.

\*Interactive Units

\*Science based lab materials and resources for Next Generation Science Standards. Materials are used to supplement engaging units and lessons to get all students at grade level mastery. STEM

\*Materials and supplies to conduct outdoor labs within the SLHS greenhouse and garden beds. The hands on application increases engagement, buy in, and reaches our kinesthetic learner population. The practice of application and "doing" by showing within the greenhouse meets the needs of our E.L. population (visuals, modeling, collaboration).

\* Resource curriculum and support materials for targeted population: E.L. & Low Socio-Economic Disadvantaged Youth struggling to meet grade level standards. Including support materials for behavioral/social/organizational needs to achieve academic success & college/career readiness. Specifically, Botvin Life Skills curriculum.

\* Technology, devices, cameras, and support materials to aid online video conferencing, instruction, and support.

8 total laptops were purchased for a total of \$8,385.76

6 external dvd/cd drives for the new teacher laptops were also ordered to deliver digital online curriculum to students. Some subject areas have supplemental content on DVD's that support state standard concepts and district adopted curriculum. Total: \$139.32

7 LED Monitors for teachers and counselor to provide a dual monitor setup to deliver instruction and workshops virtually and in person. Hybrid education requires the responsibility to provide content, support and education equitably to all at the same time. Total: \$1,222.92 Video cameras for filming instruction and providing live interaction in a hybrid teaching model that serves online and in person students were purchases as well.

Wireless headsets and cameras were also purchased for all teachers to deliver distance learning instruction and intervention to students. The headsets and cameras are also used for parent meetings, SST Meetings with parents and students aimed at improving student academic engagement and comprehension. (chrome books, laptops, head sets for teachers, cameras for instruction)

The overall purchases of technology referenced above have positively impacted student growth, parent communication, and the effectiveness of our online instruction this school year. Data to support this information and expenditures can be seen in our graduate data, student transcript data for quarterly grades and credits, as well as online instructional lessons, video recordings of instruction housed within google classrooms. Teachers provided synchronous daily live interaction to students 5 days per week all school year.

Targeted 16,000

Communication & Lesson Delivery:

Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanning, emailing, and faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. \*Maintenance Service Agreement for

\*\* The all in one copier within the office annually has been a rented machine with wrapped up maintenance costs for the year. The machine is vital to our school instruction, communication, and data collection to identify struggling learners for intervention. Throughout this academic year the machine has had numerous service calls for the same issues of jamming. A purchase of a new machine for \$5,800 instead of renting a refurbished

Planned  
Strategy/Activity

Proposed  
Expenditures

scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.

machine was the best option for our students and staff this year and into the future. The annual cost into the future will be \$50mo. or \$600/yr for maintenance, toner and 10,000 copies a month.

Targeted 2544.00

Targeted Carryover 5,787

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

GOAL: Improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies and intervention to all students especially those identified as "At Risk" (struggling), E.L. and Special Education students.

The shared team drive for various data points has really helped our staff get to know our students, identify struggling learners, track progress, and document what we are all doing to help each student. An example, is our google spreadsheet that documents all of our outreach, intervention, communication and on-site appointments. The pandemic has forced our staff and students to grow in the areas of technology, online instruction, virtual communication and intervention. The expenditures identified above have supported this positive growth. The use of professional development strategies learned through Edmentum PLATO and district provided P.D./ PLC helped our staff transition to virtual learning. The technology upgrades allowed our staff to record their instruction and provide live support through ZOOM all year long.

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

Professional Development beyond virtual webinars/zoom's offered by the school district has been limited due to the pandemic. The goal is to expand P.D. offerings to staff next school year in the areas of academics, social/emotional, behavioral. The needs will be high next school year as students return fully back to school on site. The largest expenditure within this goal is for our Secondary Student support Specialist position. This position invaluable to our overall success in reaching and engaging struggling at-risk learners.

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 strategies/activities will remain the same for next school year to meet our achievement marks within this very important goal. More emphasis will be put into professional development next school year. There will be one strategy/activity addition to the SPSA for the 2021-22 school year. Intervention and Extension will be added to the plan that will pay teachers the hourly rate to provide online intersession coursework for credit earning over the Christmas break and on-site summer school. This will help our at-risk students improve lost skills and credits during the pandemic to reach their goal of graduation and successful transition post-secondary life.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## LEA/LCAP Goal

LCAP Goal #3: Increase parent, family, and community involvement in the education of all students.

## WASC Goal

Goal 4: Critical Area 4: The administration and staff increase opportunities for all students, outside of leadership class, to participate in school-wide decision making to provide additional opportunities to express their ideas for enrichment and extra-curricular activities.

## Goal 2

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

## Identified Need

Parent communication occurs through many channels and levels currently. The participation level outside of the South Lindhurst High School campus is lacking. The relationship between school and home must be strong and consistent to reach the full potential of all students. An example of poor parent participation can be seen through survey data. Only 5 parents completed a survey during the 2018-19 year about our school and educational program. This survey was communicated through: website, phone system text message, and the remind app.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Surveys	40 parents complete surveys in 2019-20	4 parents completed the online survey for feedback this year. It has been extremely difficult to get feedback and communication from families this year with the pandemic. Virtual meetings through zoom for enrollment have been well attended.
Parent Sign-In Sheet Data	35 parents attend FAFSA Workshop in 2019-20	No FAFSA Workshop on site this school year. Students and families were referred to the Yuba College virtual workshops and webinars.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Parent Involvement:  Increase parent involvement and communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal	Parent Handbooks (paper version) were not created and sent out to families due to the pandemic. All communication this school year has been done online and through Aeries Communication. All

Planned  
Strategy/Activity

Proposed  
Expenditures

participants in the education and development of our students. Communication will involve internet, electronic media technology, apps, paper, and mailers.

- Supplies for parent involvement nights, parent meetings, workshops, Back to School Orientation Night, Site Council, ELAC, etc.
- Parent Involvement Handbooks
- Parent online video conferencing & 1 on 1 support meetings
- Support meetings for at risk & targeted populations (Parents with students). Materials and supplies to conduct safe meetings within the COVID-19 Pandemic.

newsletters have been done through an app and sent out to student emails and Aeries Communication. We increased the level of communication this year to weekly with newsletters and Aeries Communication messages. The data for this communication can be found in our google Team Drive and Aeries Communication. We did not host any in-person meetings or events this year as a result of the pandemic and county guidelines. ZOOM was free to all educators this whole school year. All enrollment meetings, SST's, support meetings, testing, parent meetings (Site Council, ELAC, etc. have been done via ZOOM. Title I Parent Involvement 482.00

Targeted 1699.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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 year the funding was not utilized fully because all meetings, workshops and communication were done virtually. All apps and communication platforms were already a part of the program prior to COVID-19. Aeries communication was utilized the most, followed by Zoom and Google classroom.

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

No in-person meetings this school year changed the way that we communicated and collaborated with our stakeholders. It allowed all of us to grow in other areas.

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.

Moving into the 2021-22 school SLHS will utilize the online digital platforms that worked during this pandemic school year and blend it into safe in-person options next school year.

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2020-21

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School: Marysville Community Day School/Independent Study

Principal: David A. Gray

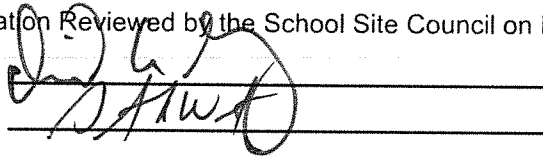
### School Site Council Certification

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 May 27, 2021.

Principal's Signature:

SSC Chair Signature:



The image shows two handwritten signatures. The first signature, for the Principal, is written on a line and appears to be 'David A. Gray'. The second signature, for the SSC Chair, is written on a line and appears to be 'D. A. Gray'.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

District LCAP Goal #1: 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

Maintain, support and provide students and staff with the latest adopted curriculum, technology and equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment. Provide extended interventions to enhance student success. Learners who have a higher probability of failing academically or dropping out of school often require alternative approaches to education. Each student has different circumstances, a unique skillset and their own interests that need to be factored into individual learning plans.

## Identified Need

Economically disadvantaged, second language learners and students performing below grade level need extra interventions and support provided at their academic level to develop essential skills to fill in academic gaps and bridge learning deficiencies with the goal of successfully transitioning students back to a comprehensive high school. All CDS students are below grade level. Individualized education plans are required as students' current academic abilities are varied. Technology is essential to provide virtual and individualized academic programs for all students along with enrichment classes.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC yearly assessments to show student success and improvement.		
Exact Path diagnostic tests determine students' proficiencies levels. The interactive, technology-based curriculum and interventions identify learning gaps through adaptive diagnostic assessments.	All students will increase their knowledge base by 3 grade levels at the conclusion of their first year.	Because of ongoing challenges brought on by Covid-19, state and district educational decisions allowed students to remain at home in lieu of attending in person, if they and/or their parents chose. As a result, most students chose not to come in to the school. Students at Community Day School have the opportunity to attend classes daily, for limited time periods, most have continued to miss educational opportunities presented by the teaching staff. The staff did an amazing job of presenting educationally sound lessons. The Technology components, especially Edmentum Exact Path allowed staff to identify where students are academically and target instruction. Our goal of increasing knowledge base by 3 grade levels did not happen, however. In a sampling of the students who did come to campus and thereby benefitted from



		direct instruction coupled with the technology components. We evolved/improved the program to increase student engagement and
		academic growth, and added a teacher, during the course of the year. That was a huge step in the right direction as it increased student interactions with staff. Those students who did attend physically showed growth and did pass all of their classes with a 2.0 GPA.
Edmentum reading, writing and mathematics assessments help teachers monitor and track student progress. Indicators used to measure academic success and create individualized remediation include the amount of time spent on tutorials and the number of times students test before demonstrating proficiency and ultimately mastery of subjects.	75% of all students will have an GPA at or above 2.0 and will be passing all subject areas.	While the goal expectations were 75% of the students passing all subjects and having a GPA of 2.0, the attendance issues kept that from happening. The actual percentage of students passing all subjects and achieving 2.0 is 45%. (18 out of 40 students). Again, this is a case of students having no directive to attend physically and, thereby, not showing the academic successes that they would have if they had been on campus.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Customizable and adaptive courseware will help teachers diagnose and create individual learning plans based on student's unique learning needs. Edmentum provides customizable courseware to support all learners. Curriculum is research-based and aligned to the rigorous California state academic standards. Teachers will work to create module courses to emphasize the essential standards needed to remediate individual academic gaps. Exact Path by Edmentum will be used to identify learning gaps through adaptive diagnostic assessments to pinpoint individual strengths and abilities within a vertical progression of skills. Students receive a unique learning path of self-paced curriculum. Direct instruction and activities are based on a mastery learning approach. The diagnostic and prescriptive intervention program assesses learners to determine what they know and do not know, starting with 1st grade standards. After the assessment in math and language arts, the program creates an individualized and adaptable prescription for each student. The program then backward maps learning to determine the amount of time required daily to bring students up to grade level. Learning plans adjust as needed and save remediation time by only prescribing lessons based on identified gaps.	CSI 8000
Technology to help teachers analyze, design, develop, implement, and evaluate the instructional environment.	Title I 17664



Planned Strategy/Activity	Proposed Expenditures
Chromebooks, interactive projectors, and other technology to enable students to adjust to their own pace of learning. Students who need extra time can spend more time going over exercises until they understand, while students who need less support can continue ahead. Technology to free up the teacher to help students who need more support on an individual level will facilitate the multi structures of the CDS academic plan and support district approved programs, such as Edmentum, Plato, iXL, and iLit.	Title I Carryover 5121
Materials and supplies to help teachers analyze, design, develop, implement, and evaluate the instructional environment and improve teaching and learning. Materials and supplies to help make education relevant for students through interactive projects, project- and work-based learning supports adaptive learning in a differentiated environment. Hands-on learning is critical to engage students especially students at-risk of failing academically or dropping out of school.	CSI 8955 Title I Carryover 1000 Targeted Carryover 4555
Equipment, materials and supplies to support enrichment opportunities for students. Photography, art, music appreciation, soils and plants classes will provide hands-on learning and student engagement.	Targeted 8725
Reproducing supplemental instructional materials for content mastery and school to home communication.	Targeted 1275

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Paras will work in all classrooms doing individual and small group work. These interactions will result in more student engagement and learning.

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

There were no major differences, however, staff has discussed technology or other physical materials which will enhance student learning.

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

Discussion included the use of supplemental periods of direct interventions using recommended programs from other school sites.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

District LCAP Goal #2: 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

Provide students with a safe learning environment that is bullying and drug free and conducive to learning. Administration, teachers, counselors and support staff are dedicated to cultivating a physically and emotionally safe learning environment and collaborating with community organizations to support the structure. Yuba County Probation and the Yuba County Tobacco Coalition work with the school to meet these goals. The School Safety Plan outlines expectations and cooperative involvement with the Marysville Police and Yuba County Sheriff's Department. Every aspect of a young person's life impacts their ability to learn and succeed in school. CDS is focused on cultivating a positive school climate, relevant curriculum, effective discipline system, engaging instructional strategies and regard for individualized learning styles to combat low ability levels, behavior problems, absenteeism, poor peer relationships, drug or alcohol abuse, nonparticipation, illnesses and disabilities. At-risk youth need relationships that are both caring and stable in order to build a sense of trust and belief. Positive relationships and environments is the foundation for learning.

## Identified Need

Provide students with a safe learning environment that supports learning and growth.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student attendance	Improve attendance to 90% or greater.	
Student discipline	<p>CDS has worked diligently to reduce the suspension rate. We are proud of our efforts and by utilizing alternative discipline methods we will maintain this low suspension rate.</p> <p>Evidence of our work is reflected in the following: There was a reduction of days of suspension from 314 days of suspension in 2016-17, 260 days in 2017-18, 85 days in 2018-19 and 56 days in 2019-20.</p> <p>Monthly Law Enforcement Call Log reflects an extremely low necessity for law enforcement involvement at the school. This number has decreased significantly over the last 3 years.</p>	<p>There were no incidents of suspension and no reports to law enforcement from our site. We know this is due to the low numbers of students on campus. We expect that, as school resumes in the Fall of 2021, an increased number of students attending will give more opportunities for incidents. However, with the school safety plan, additional counseling services and use of the support we get from the Community Health Action Team and our Tobacco grant, our students will respond accordingly.</p>

	Maintain less than 2 law enforcement contacts per month for discipline related issues.	
Discipline interventions	<p>Continue to utilize alternative discipline strategies to keep student in school. Students will have less incidents recorded in Aeries Discipline and Interventions.</p> <p>Continue to maintain and hold lower suspension rates when students return to in-person instruction.</p>	Even though no discipline actions were necessary this year, the policies and strategies in place will continue as students return to campus.
Social interventions	Continue to enhance and support social interventions. In addition to group interventions every Wednesday, individual counseling appointments are available to students.	Individual and group counseling, which took place this year, will continue and the students will be given opportunities through the CSI grant and the local organizations. We have an expectation that more students will be helped by the increased counseling and interventions which are in place. 12 students participated in the counseling services provided in the CSI grant through Wellness Together. All of the counseling for the 12 students were individual sessions which were usually an hour in length. The counselor stated that the sessions were successful in that students felt comfortable in sharing and there was a positive feeling. Most students were able to meet 3-4 times. An overall evaluation with testing would include up to 10 sessions and only one student met that criteria.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Academic gaps are usually created because of external to school factors in the home and family. CDS will add a social worker to work with students on developing positive habits and views towards life and education. This position would also work with families of the students in order to develop a relationship and knowledge of how to best support their students' success in school. Family-related factors such socioeconomic status, dysfunctional home life, low parental involvement or expectations, abuse and high mobility impact a student's ability to learn. The root cause analysis showed that lack of college educated parents, past trauma, poverty, gang involvement and substance abuse were associated with student	CSI 62500

Planned Strategy/Activity	Proposed Expenditures
academic deficits. The social worker will oversee group and individual counseling.	
During the pandemic, the need assessment revealed our neediest students are not engaged in education from home. For the remainder of the 2020-21 school year, CDS will add an additional teacher. By adding a second teacher to the program, two cohorts of 10 students will be formed allowing students to be at school 5 days a week to access the interventions proposed at a level that is feasible for accomplishing the needed remediations.	CSI 62500
Provide district transportation to CDS students who have a transportation barrier. Evidence shows that students who feel that they can get to school safely and will be kept safe at school in every way (socially, physically and emotionally) will succeed.	CSI 13500
Professional development, trainings and conferences that focus on ways to improve student academic achievement such as Nurtured Heart Approach to Education, PLC, PBIS and additional trainings designed to help the staff better reach portions of our student population and improve student academic achievement will continue to be supported. To supplement and guide staff development, the survey platform Panorama will be used to identify student strengths and weaknesses around SEL factors for teachers to help the intervention process.	CSI 4000
Student engagement and recognition programs targeted to improve attendance and behavior strengthen a sense of community. PBIS integrates systems and practices affecting daily student outcomes and supports an academic environment where all students are successful. PBIS is built on a commitment to address student behavior through systems of change and celebrating positive outcomes. Counseling interventions further reinforce PBIS strategies and character development. Positive reward systems such as weekly prize drawings for positive behavior and attendance, Student of the Month recognition, and monthly Top Notch Awards keep students engaged in the continual improvement process.	Targeted 2143

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Our goal of reduced disciplinary incidents was met because of a regular and continuing counseling schedule. Also, the school psychologist assisted in group sessions. These added components helped our school reach the milestone of NO physical altercations for the school year.

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

We believe the money we allotted helped our school in actual reduced incidents of tobacco use and students coming to school under the influence of unhealthy things.

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 continue with this goal as it aligns with what the District emphasized.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## LEA/LCAP Goal

District LCAP Goal #3: Increase parent, family, and community involvement in the education of all students.

## Goal 3

CDS will help parents to help their children be successful through direct parental involvement in the educational process, enhanced communication between teachers and parents, home visits and other mechanisms to empower parents make good choices to positively impact their child's education.

## Identified Need

Family engagement can be challenging in a traditional school site, but it is especially difficult at an alternative high school. A parent engagement needs assessment will be conducted to solicit parent feedback to see how CDS can enhance engagement and empower involvement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of parents who participate in parent survey.	Increased participation levels.	Parent involvement in site council, Nurtured Heart Approach classes, surveys and contact from staff to families increased with daily interactions by the teaching staff as well as home visits by the principal and security team on an as needed basis. Although many parents and families are considered homeless or at risk, the ones who chose to come in to school benefitted from it.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Comprehensive family engagement needs assessment conducted through multiple communication avenues to connect with parents and family members to identify educational barriers and create a family engagement program that they would support.	Title I Parent Involvement 216
	Title I Carryover 284

# Annual Review

SPSA Year Reviewed: 2020-21

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.

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## ANALYSIS

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

Money was spent on cameras and technology that enhanced the photography and art classes. This allowed student experiences that enabled them to do things they have not done before.

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

None of note.

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 plan to continue the goal and expect to see continued success.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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 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, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2020-21, English Language Learners at Community Day School will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2021-22 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. Currently CDS does not have any English Learners enrolled.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Textbook Availability		
Adequate Facilities		
Correctly Assigned Teachers (Subject area and EL authorizations)		
STAR 360 Grade Equivalency ELA		
STAR 360 Grade Equivalency Math		
Overall ELPAC Level 1		
Overall ELPAC Level 2		
Overall ELPAC Level 3		
Overall ELPAC Level 4		
Chronic Absenteeism		
Suspension Rate		

## Strategies/Activities for Goal 4

Planned  
Strategy/Activity

Proposed  
Expenditures

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

## Annual Review

**SPSA Year Reviewed: 2020-21**

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.

Lessons were designed to meet this goal.

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

No major differences.

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

No changes are planned, as we saw good progress.

