SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Arboga Elementary School

Principal: Ashley Vette

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 5-22-2020.

Principal's Signature: _____

SSC Chair Signature: _____

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

All students will make progress in the areas of ELA and Mathematics as measured by CAASPP data, district benchmarks, and other academic assessments. In ELA and Math students will increase between 3-15 points which will result in enough increase to land in the "increased" vs "maintained" indicator area.

Identified Need

In Mathematics students are performing 34.6 points below standard. In ELA students are performing 18.1 points below standard. 18-19 Math results were "Maintained" from the previous year. ELA results "Increased" from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Increase of between 3-15 points overall in both subject areas	Dashboard data shows increases in both ELA and Math. Students improved 7.9 points in ELA and gained 11 points in mathematics. Although there was a 7.9 point gain in ELA scores the dashboard score remains yellow. In math, the dashboard score moved from orange to green.

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 to provide interventions based on what students need.	Title I 85000 Targeted 0
1.2 Provide two 3.75 hr Student Support Specialists to assist student in better understanding their link between social-emotional behaviors and learning. These staff members will support students, families, and staff to encourage educational success. Staff members holding these positions will run groups, provide interventions, implement PBIS strategies and activities.	Title I 43383 Title I Carryover 389

Planned Strategy/Activity	Proposed Expenditures
1.3 Provide professional development for staff focusing on collaboration of certificated and classified members for the benefit of student learning. This will be accomplished (but will not be limited to) with on-site PD, meetings, workshops, conferences, release time, summer planning and collaboration.	Title I 0 Title I Carryover 14000
1.4 Provide summer work and/or materials to prevent summer loss, facilitate remediation, encourage enrichment. Resources to include web-based and hands-on materials.	Targeted 1170.55 Targeted Carryover 6033.00
1.5 Purchase and replace instructional technology that will assist teachers in delivery of curriculum and strategies for increasing student achievement.	Title I Carryover 19352 Targeted 2516
1.6 Purchase additional intervention and enrichment materials and programs, including supplementary district/state approved material, other curricular supplementals and materials.	Title I 0
1.7 Provide alternatives to suspension and time spent out of the classroom. Maximize instructional time by improving interventions and opportunities to improve behavior. This will include Evolution Labs Suite 360.	Targeted 3000
1.8 Facilitate awards assemblies which invite parent and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance, as well as celebrate shared responsibility for student success.	Targeted 0
1.9 Continue maintenance contracts for the school copier to produce enhancement piences 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.	Targeted 11683
1.10 Provide highly engaging books and literary 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 5524.45
1.11 Literacy Resource Technician to provide and promote a comprehensive literacy program through direct interaction with students including reading activities, assisting students with book selections, helping students develop skills, intorducing students to a variety of literature, supporting ELA CCSS, monitoring student progress with reading, providing technology support to compliment and support ELA.	Targeted 35000
1.12 Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent	Targeted 16000

Planned Strategy/Activity	Proposed Expenditures
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.	
1.13 Continue the supplemental Renaissance Place contract for Accelerated Math, Math Facts in a Flash to help students improve their Math skills. Continue maintenance contracts on school printers, photocopiers to provide students with enrichment opportunities and skills practices. Potentially continue the Art Docent contract to provide students a chance to learn about and reflect on art, and then to make literary and real world connections to said art, demonstrating emerging and developing critical thinking skills. Continue Raz Kids for K-2 and 1 3rd grade group, Reading A to Z for K-2, Adventure to Fitness for K-6. Continue Moby Max schoolwide and possibly one or two other online supplemental programs. Implement Lexia Reading.	Targeted 11000 Title I Carryover 3820
1.14 ELA and Math instruction will be supported by implementing strategic intervention times for all students. Para-educators will work with certificated teachers to provide interventions based on what students need.	Targeted 0
1.15 Provide materials and supplies for direct classroom instruction.	Targeted 15000.00

Annual Review and Update

SPSA Year Reviewed: 2019-20

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

Establish a positive school climate built on shared responsibility for student, parent, staff, and community involvement.

Identified Need

Chronic absenteeism continues to be an issue that Arboga school faces as indicated by the CDE dashboard. Referral and suspension rates are also a targeted need as identified by site and CAASPP data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Referral, suspension, and attendance data.	Increase attendance Decrease chronically absent students Decrease suspension and referral rates	Dashboard data shows increases in both Chronic Absenteeism rates and also Suspensions. Both moved from orange to green. Suspension Rate declined by 2.8% and students reported as chronically absent declined by 0.6%. The healthy culture at Arboga School is impacting attendance and behavior positively.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 Facilitate parent workshops and curriculum nights to provide parents with ELA, Math, Science, Social Studies, PE, technology, and discipline strategies to encourage home support and coordination with school goals. These strategies will be aligned with CCSS and will build a stronger home-school connection for all students.	Title I Parent Involvement 832
2.2 Utilization of parent and community volunteers in the classroom to provide small support to the regular school day.	Title I Parent Involvement 770
2.3 Expenditures for outside consultants, conference, substitutes, materials and supplies for staff development. Provide development opportunities,	Title I 0

Planned Strategy/Activity	Proposed Expenditures
training, for staff and stakeholders. Provide release time for teachers to observe and support each other and share effective strategies for CCSS implementation and student achievement strategies and best practices.	

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Browns Valley 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 .

Principal's Signature: _____

SSC Chair Signature: _____

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality 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 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
Indicators used to measure outcomes will be Library data, Accelerated Reader data	Students will make growth of 5% or more as evidenced in improved scores from CAASPP tests, and STAR (AR) assessments as well as improved benchmark scores.	Students in grades Kindergarten through 5th grade all worked with the Browns Valley Library Resource Technician (LRT) in different ways during the 19/20 school year in order to achieve growth toward proficiency in English Language Arts. The Browns Valley LRT ran the library program for our school. This consists of direct interaction with students; the LRT assists students with books, develops research skills, and introduces texts to developing readers. In total, Browns Valley students checked out 11,444 books! Literature circles were ran by the LRT each week for grade levels third through fifth, which focused on supporting struggling readers to reach grade level proficiency. These students were chosen by their teacher and the librarian provided the necessary resources to support the growth needed. The BV LRT manages the AR program for our school. Students showed growth in reading and literacy skills. AR reports illustrate that data. Grades 1-5 all gained between 1.1 and 1.4 grade level gains in growth during the 19/20 instructional year. In addition, our LRT provided opportunities for students to learn technology skills and run typing programs within the library setting.

Supplementary Programs, Waterford	Students will demonstrate growth towards proficiency in grade level content standards.	Waterford was purchased to provide technology components to support the implementation of district adopted ELA and Math curriculum. Data from the Waterford program reports show the growth of grade levels kindergarten, first, and second grades in their early reading progress for individual students.
Copier Contract	Support teacher/student materials.	Support teacher/student materials.
Alternatives to Suspension	Provide alternative learning experiences instead of suspensions for students that exhibit behaviors with a need to be consequated. Suite 360 provides online lessons related to behaviors that help students process and learn from situations as opposed to sending them home suspended.	This program is paid for towards the end of the school year. The 19/20 subscription would have been renewed for the last part of 19/20 and then would have included the 20/20 school year. School Closures have precluded this. Plan will be to renew for 2020 when possible.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Library 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 CCSS, monitoring students' progress on AR and STAR, working with students who are reading below grade level in small group settings and 1:1 within the library setting and providing technology support and keyboarding skills.	Targeted 12,700
Waterford: 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. This also includes continuing the supplemental Renaissance Learning contracts and the Waterford contracts or a comparable program 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 the proficiency of CCSS.	Targeted 2700

Planned Strategy/Activity	Proposed Expenditures
Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to pre-teach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	
Supplemental Materials: 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.	Targeted 1,000
Copier and maintenance contract to provide supplemental resources for the classroom	Targeted 1,700
Provide for alternatives to suspension and time spent in the office in order to maximize instructional time in the classroom for success in CCSS ELA and Math.	Targeted 1,900

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Using Targeted funds to employ a 3.5 hour LRT is an important part of many aspects of Browns Valley School's success. Last year we had to make adjustments to how the LRT position was used in regards to student interactions. Where she used to be able to go into classrooms as part of our intervention program to support struggling readers, she now helps students within the library setting only as it relates to literacy. This has reduced the amount of student support we are able to demonstrate with this position. However, the LRT position is an important part of our students Accelerated Reader success and has still been able to support students struggling with literacy within the library. 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.

Aside from school closures, there were not any significant differences between the intended implementation and or 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.

There are not any planned changes at this time.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

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.	Other funds were used to purchase these materials and supplies as funding did not allow for it to come our Targeted funds.

Strategies/Activities for Goal 2

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our PBIS program ramped up substantially in the year 19/20. Tier 2 was fully developed and we saw a decrease in referrals, suspensions, and chronic absenteeism. However this was funded primarily out of generous PTA donations and our unrestricted funds.

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 this using Targeted funds.

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.

While we will continue this as a line item as it remains an important aspect of our school's success, it will likely not be funded again in 2020 using Targeted funds.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

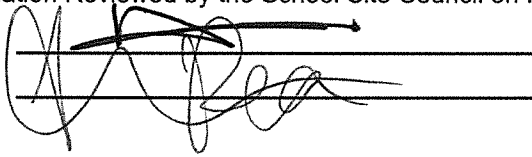School: Cordua Elementary School

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 .

Principal's Signature:

SSC Chair Signature:

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality 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 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

In ELA 57.41% of students have not met or have nearly met the standard as indicated by CAASPP data. In math 72.23% of students have either not met or have nearly met the standard overall.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Para Educators: CAASPP data, informal teacher observation/assessment	Growth of 5% or more in both ELA and Math on summative CAASPP testing reporting. Teacher assessment indicating positive outcomes in having two para-educators as opposed to only having one as had been the case in previous years.	During the 2019/2020 school year, Cordua Elementary had one combination class, 4/5. The veteran para-educator was used primarily in the combination classroom, as had been the precedent set in recent years. Both para-educator and teacher report that this is incredibly beneficial to student achievement. The para educator is able to work with groups of one grade level, keeping the teacher free to work with the other; switching so that both grade levels get the benefit of instruction from their credentialed teacher and support from the para-educator. New for the 19/20 school year was the addition of another para-educator. The goal of this position was to provide support in grades 1st-3rd. Teachers created a schedule giving this para-educator resource equal time in each classroom. This para-educator was primarily used for small group support with students needing additional re-teaching after teacher instruction. Both the para-educator and teachers reported that this was helpful. Unfortunately, due to school closures and there is insufficient evidence to support growth. Additionally, due to some unexpected changes in staffing and budgets, the position of the second

		para-educator was eliminated prior to the end of the school year.
After school tutoring in grades 3rd-5th: CAASPP data, informal teacher observation/assessment	Growth of 5% or more in both ELA and Math on summative CAASPP testing reporting.	School closures took place right as the tutoring was scheduled to start so we were unable to provide any tutoring.
Library Resource Technician:CAASPP data, informal teacher observation/assessment, library data	Growth of 5% or more in both ELA and Math on summative CAASPP testing reporting, AR support	The Library Resource Technician (LRT) position had some challenges this year. Our long time LRT was out on maternity leave for a large portion of the year, and ultimately resigned before coming back. A total of three different employees filled in as subs in order to provide service to our students and staff. The position was finally able to be staffed in May of 2020, right before the end of the school year. While our library was open, we were lacking continuity and that has made data retrieval difficult to impossible.
Technology components, Waterford, Manga High,	Students will demonstrate growth towards proficiency in grade level content standards.	Waterford was purchased to provide technology components to support the implementation of district adopted ELA and Math curriculum. Data from the Waterford program reports show the growth of grade levels kindergarten, first, and second grades in their early reading progress for individual students. 4th and 5th grade used this program to support math learning both during regular instruction and during distance education. In total, 206 hours were spent by students within the program with 85% of teacher assigned work completed.
Copier maintenance, paper supplies	Support teacher instruction/student learning	Support teacher instruction/student learning
Professional Development	Provide teachers with Professional Development (PD) opportunities that support student growth.	PD opportunities were not utilized prior to the school closures.
Awards Assemblies	Provide incentives and recognition for student academic and social emotional success.	A small portion of funds were used to buy items such as award pins, game items for use during assemblies, and other such incentive items.
Alternatives to Suspension, Suite 360	Provide alternative learning experiences instead of suspensions for students that exhibit behaviors with a need to be consequated. Suite 360 provides online lessons related to behaviors that help students process and learn from situations as opposed to sending them home suspended.	This program is paid for towards the end of the school year. The 19/20 subscription would have been renewed for the last part of 19/20 and then would have included the 20/20 school year. School Closures have precluded this. Plan will be to renew for 2020 when possible.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
ELA and Math instruction will be supported using two 3.5 hour para-educators to provide specific intervention with students for support in combination classes as well as within the school day intervention.	Title I 26175 Title I Carryover 7742
Provide before and/or after school tutoring targeting students who are below proficent in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Title I
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. This also includes continuing the supplemental Renaissance Learning contracts and the Waterford contracts or a comparable program 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 the proficiency of CCSS.	Title I
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.	Title I
Provide highly engaging books and resources to supplement the Library. This will motivate students to read, and as a result, improve ELA skills.	Title I
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 raining will also provide teachers the opportunity to hone their skills right on campus. Articulation releases teachers to meet as a grade level	Targeted 1200

Planned Strategy/Activity	Proposed Expenditures
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.	Targeted 10455
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.	Targeted Carryover 1900
Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS. This will allow 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.	Targeted 2501 Targeted Carryover 1345
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

Planned Strategy/Activity	Proposed Expenditures
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 1000
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..	Targeted 2000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Cordua School used Title 1 funds to employ two part time para-educators. Together they served students in 1st grade through 5th grade. One primarily in a combination 4/5 class and the other for 1st-3rd grades. While they were both worthwhile spending endeavors, the addition of the second para-educator in times of potential budget cuts was not affordable. 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.

Aside from school closures, there were not any significant differences between the intended implementation and or the budgeted expenditures. In addition, the circumstance surrounding the initial LRT's maternity leave made implementation of the program difficult.

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.

At this time, the only change will be the elimination of the second part time para-educator.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

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.	Other funds were used to purchase these materials and supplies as funding did not allow for it to come our Targeted funds.

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 326
PBIS materials and supplies. Monthly incentives program for excellent attendance.	Targeted 1800

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our PBIS program ramped up substantially in the year 19/20. We saw a decrease in referrals, suspensions, and chronic absenteeism. However this was funded primarily out of generous PTA donations and our unrestricted funds.

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 this program using this line of funding.

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.

While we will continue this as a line item as it remains an important aspect of our school's success, it will likely not be funded again in 2020 using Targeted funds.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 3

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	Growth towards grade level mastery in ELA and math.	There was not enough funding available to fund these line items.

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 f 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: 2019-20

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

ANALYSIS

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

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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: 2019-20

LEA/LCAP Goal

The purpose is to maintain, support, and provide learners with technology, supplies, equipment, and staffing support to enhance learners success and increase learner growth.

Goal 1

To maintain a high level of technology through the Professional Leaning Community (PLC) process, new equipment and software will be purchased to support learners, and teachers as well as replacing technology that needs to be replaced due to age or unable to repair equipment.. Wages to support Para_Educators, Literacy Resource Technician, substitutes in supporting learners to achieve mastery. Supplies as well as contractual agreement to support classroom learning.

Identified Need

Waterford Early Reading Program for Kindergarten, first grade, special day class, and learners that are struggling with reading at grade levels.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard	40& above level 3 in ELA. 25% level with in Mathematics	Learners spent a total number of 127,983 minutes on Waterford for reading. Thirty eight teachers utilized MobyMax (this number includes para professionals) 17, 544 standards were completed on Moby Max by 355 learners. 1,259 tests were completed, 25,548 lessons were completed and 1,551,516 math problems were completed by learners.

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
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 allows the school to	Title I 154,767

Planned Strategy/Activity	Proposed Expenditures
support English Limited (EL) learners as well as all learners. Para-Educators will also assist PE program two days a week to maintain collaboration for teachers.	
1.4 Wages to maintain and support a library for learners to promote reading and Accelerated Reading.	Targeted 25,600
1.5 Substitutes will be hired to provide teacher release for parent conferencing. Planning days will also be used to implement the PLC process in the classroom. Also, the use of substitutes for COST and/or SST meetings.	Targeted 4000
1.6 Technology Lead will assist learners and teachers in Waterford, Accelerated Reading, Moby Max,curriculum based technology programs as well as the internet.	Targeted 6800
1.7 Wages to supplement and support regular school programs to learners by providing interventions to all core subject after school.	Targeted 8,000
	Title I Carryover 10000
	Title I 10178
1.8 Global PD360	Targeted 2500
1.9 The school is developing a GRIT program for learners who have good grades, responsible, independent learners, and talented.	Targeted 2300
1.10 Maintenance contracts for copiers	Targeted 6500
1.11 Enhance and increase the number of library books and supplies to increase learner reading.	Targeted 4000
1.12 Provide Professional Learning Community (PLC) and other professional development	Targeted 2000
1.13 Purchase technology needs such as hardware, software, batteries, and related equipment to provide and improve academic standards as well as support instruction to learners.	Targeted 7277
	Title I Carryover 38258
1,14 Administrative Office supplies	Discretionary 2500
1.15 Postage and Print Shop	Discretionary 4000
1.16 Classroom supplies and materials to aid learners in mastering concepts by providing additional resources to enhance core curriculum.	Targeted 8000
	Targeted Carryover 12393

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Twelve teachers, TK-2 utilized Waterford daily. Waterford was also used to provide early literacy intervention to all students K-5. Learners spent a total number of 127,983 minutes on Waterford for reading. Usage, of course, increased from March to June due to distance learning. Pre reading 1-3 and Basic reading 1-3 and Fluent reading 1 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.

EL Para Educator and Para educators continued to be an integral part of our intervention process at all grade levels for Math and ELA. Para educators continue to be utilized for targeted group work, providing direct intervention that is necessary per assessment data. The PE program, with the help of a para professional, continues to support our PLC program by allowing teachers to collaborate, so that timely intervention can take place.

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.

Chromebooks were purchased this school year to allow each learner to have their own chromebook in the classroom.

Parent conferences occurred at all grade levels. Parent compacts were signed and discussed by the teachers and parents so that parents understood the PLC process, as well as future goals for the learner.

27 COST meetings were held, 24 Kinder COST meetings were held, 3 504 plans were created based upon these meetings. We referred 2 learners for speech testing and we referred 4 learns for Special Education testing.

The parent learner handbook calendar was provided to each family. Multiple opportunities were available for parents to be on campus and were very well attended. Friday at the flagpole continued each week and was well attended by families.

GRIT was attended, on average, by 16 students. Students attended after school on Tuesday for enrichment activities for GATE students.

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

Waterford was utilized more than expected due to distance learning. Math and Science components were utilized during distance learning. This program was particularly useful during distance learning because the software adapts to each learners skill level. MobyMax was also utilized more than expected due to 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.

Waterford and MobyMax will be utilized during the 20-21 school year to help during distance learning. Parents report that both programs were easy to utilize.

The entire teaching staff was schedule to attend a PLC Institute in Las Vegas in June. The conference was cancelled due to COVID.

31,302 books were read, 90,286,974 words were read. Our learners continued to read during distance learning!!!

Annual Review and Update

SPSA Year Reviewed: 2019-20

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	96%	Attendance average for August through March 13 was 95.8. 274 letters mailed home. L1=145, L2=48, L3=13, Excessive Excused=35, Excessive Excused L2=1, 48 conferences, home visits conducted
discipline	less than ten days of suspension	23 total days of suspension. One student had 12 days of suspension and was recommended for suspension, all services provided to that student (SST, Home visits, School based counseling, homeless services, conferences).
parent inovlvement	over 90% involved in parent day	Parents/Grandparents day was attended by 393 families out of 504 learners.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
The continual updating of the parent/learner calendar/handbook . The weekly, monthly communication for all events. Parents will be notified by school what is going on in the classroom academically and socially.	Title I Parent Involvement 2058 Title I Parent Involvement Carryover 125
breakfast, lunch, and yard duty supervisors	Discretionary 35,000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The parent/learner handbook calendar was provided to each family and followed by the school until COVID. In addition a weekly Scoop was sent home to each family reminding them of coming events for the week. Parents had multiple opportunities to be involved with our campus and to attend special events, such as the Back to School Bash, Mary Covillaud Loves America Day, Parent Orientation, Pledge at the Flagpole for the Walk of Fame, PTCO meeting, Title One Meeting, conferences, Coffee Time with Principal, Thanksgiving Feast, Christmas Stroll, Breakfast with Santa, Daddy Daughter Dance, Mother Son Fun Night, ELAC, Site Council and many more activities.

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Parent and community involvement increases the educational opportunites for all learners.

Goal 3

The school will provide a student support coordinator who will act as a liaison between school personnel and referral sources to help provide an on site and in home support to families for a nonstructural appointments determined by family need. An instructional piece will be offered through the interventions of SST and COST meetings.

Identified Need

Economically disadvantage learners and families.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard	one year growth and catch all learners	This position was never filled.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Student Support Provider	Discretionary 10,733

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 08/24/2020.

Principal's Signature:

SSC Chair Signature:

Annual Review and Update

SPSA Year Reviewed: 2019-20

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.	on the 2019 CAASPP Dobbins Elementary had a 54.7 point increase in ELA and a 53.5 point increase in Math. We saw an increase in all student reading levels and every student moved up at least one group in our schoolwide intervention groups for Reading and Math and those students meeting with our Student Support Specialist.

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.	Targeted 784 Targeted Carryover 1470
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 classroom.	Targeted 6400

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 Shoot for the Stars.	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.	Targeted 2200
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 2085
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 3768 Title I 795

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

An intervention plan was implemented by our Teachers and Student Support Specialist to provide schoolwide and individual academic support for students not having met standard on the CAAASP. This intervention program was technology rich and focused on breaking up students into groups with similar 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 on average of one and a half years in grade equivalent

growth. We all felt this was a great success and were disappointed that the year was cut short due to Covid 19 and fear that the gains will be nullified by the school closure.

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 to the implementation. The only change was that we were not able to spend all of our budget due to the Covid 19 school closure.

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: 2019-20

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	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.	Chronic Absentism increased 2.1% in the current 2019/2020 school year.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Provide incentive programs for all students for attendance. Materials and supplies for parent newsletters	Title I Parent Involvement 161.00

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

While we promoted attendance with the students and parents we were unable to attain this goal. As we looked at the data it revealed that three students were the major reason this goal was not met and actually went up. All of the parents of these students were difficult to get in touch with and did not attend attendance meetings when requested. Fortunately all of those students will be moving on to the middle school next year and we expect to 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. 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.

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 three students making the difference this year we want to keep the goal and strategies the same to see how they work in this next school year.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity		Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 05/11/2020.

Principal's Signature: _____

Date: _5/11/2020_____

SSC Chair Signature: _____

Date: _5/11/20_____

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

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 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 during that time. 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	Increase over time of at least 10% moving to grade level and above proficiency.	Average increase of 11% in students proficient in ELA through 2nd trimester and 13% increase in math based on grade level data. Third trimester data was limited based on COVID 19 school closures and distance learning and data incomplete and in some cases inaccurate.
CAASP	Increase of students profient and above. All subgroups in yellow and greeen categories.	Test not administered due to COVID 19 school closures.
Collaboration team documentation	Increase of student proficiency of at least 10% for all subgroups and academic areas.	Grade level collaboration teams showed a steady increase in student proficient in ELA and math. Average increase of 11% in students proficient in ELA through 2nd trimester and 13% increase in math based on grade level data.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Provide para educators 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 79,733 Title I Carryover 600
Research based supplemental instructional material including online intervention programs (i.e., Waterford) contracts and materials needed for workshop/intervention 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. Provide additional desk top computers to grade levels as needed for writing instructional needs. Materials to be determined by collaboration teams and approved by site administrators.	Title I 16,402 Targeted 10,194 Title I Carryover 4,016
Professional development: Provide release time and/or extra duty time for professional development in the form of articulation data analysis and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. This is a site council priority and unspent funds can reallocated to this activity.	Targeted 6,500 Title I Carryover 5,000
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. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.	Title I 5,000 Title I Carryover 3000
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	Targeted 36,000

Planned Strategy/Activity	Proposed Expenditures
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.	
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.	Targeted 3,500 Targeted 6,500 Title I Carryover 3,667
Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. (Paper, print shop, printer cartridges, copier maintenance contracts)	Targeted 7,500
Provide student planners for each student in grades 3-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	Targeted 1,500
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 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.	Targeted 13,000 Targeted Carryover 11,388.00 Title I Carryover 4,000 Title I 3132.
Provide after-school intensive intervention for students performing below grade level proficiency in ELA or Math based on collaboration team analysis of data determining grade level needs for services. Pre and	Title I Carryover 20,000

Planned Strategy/Activity	Proposed Expenditures
post data will be collected including parent survey and shared with administration and posted in Aeries intervention modules at end of session. Site Council has approved that any funding not spent on this activity should be transferred to site council identified priority activities of technology or professional development based on current needs.	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Through the Professional Learning Communities (PLC) process, grade levels identified their grade level essential standards. Regularly scheduled collaboration time (at least one hour once per week) 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, # students received additional intervention with para educators under the supervision of our Resource teacher. The groups and targets continuously changed and # exited out from needing the additional intervention and were served within their grade level or classroom.

After school intervention was provided in 2 different sessions the first one focussing on ELA and the second math or ELA. The first session, 5 teachers provided 55 students intensive intervention after-school and post tests reflected over 10% increase in reading scores.

Parent surveys also indicated improvement in student reading habits at home and ability to do homework. We planned 2 family literacy events and the 1st one was provided right after a tutoring session, was well attended and the Library Resource Technician helped parents with technology and resources available in our library. A drawing for a Kindle that was donated was an incentive to attend for families. The 2nd literacy event was cancelled due to school closures and distance learning. Our library currently has 13,484 Titles and 10,670 copies. We have 555 active patrons which is 50 higher than our enrollment due to parents checking out books after-school for their children. We added an additional 514 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 .9 based on a regular school year; our average this year based on STAR reading assessments was 1.04. Third grade students grew an average of 1.7 grade equivalent this year demonstrating our ongoing focus on intervention in grades 1-3.

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

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.

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 school closures due to COVID 19, State Assessments CAASP were not administered. Some common formative assessments and benchmarks were administered and in a few cases it was evident that the students received assistance which skewed the results. 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. In order to provide student access to library materials next year, we will need to add MyOn to goal 2 to provide supplemental books for students to read at home, for group instruction and to read using their Chromebook at school. Reading intervention will remain our #1 goal next year, but we will be revising how we provide services as small groups and exchanging students will not be an option. 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. Students within the same class may be pulled out for interventions but only with their classmates. Less funding will be given for goal 7 duplication of materials and goal 8 will be eliminated as Google Classroom will be implemented for assignments.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

Implement 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

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 18,600
Professional development: Provide professional development on multi-tiered systems of support including improving student attendance, positive school climate and social emotional support. Provide Social and Emotional Learning (SEL) training for staff in order to foster children's abilities to manage their own emotional, social, and academic success using evidence based strategies. . More funds may be added if carry over funds available.	Targeted 1500

Planned Strategy/Activity	Proposed Expenditures
Provide Social and Emotional Learning (SEL) materials and resources for staff in order to foster children's abilities to manage their own emotional, social, and academic success using evidence based strategies.	Targeted 1,000
Consider funding partial Students Services Coordinator to provide students with academic counseling, arrange motivational assemblies, student behavior modification strategies, social and emotional support, monitoring 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. If this service is not provided, funds will be redistributed to other goals with technology, library resources and professional development priorities as established by site council.	Targeted 0

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Elementary Student Support Specialist conducted over 24 SSTs with an additional 18 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 was 1.04. Third grade students grew an average of 1.7 grade equivalent this year demonstrating our ongoing focus on intervention in grades 1-3. Average increase of 11% in students proficient in ELA through 2nd trimester and 13% increase in math based on grade level data. Third trimester data was limited based on COVID 19 school closures and distance learning and data incomplete and in some cases inaccurate. 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.

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. Activity 4 was fully funded by the school district this year with LCAP funding.

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 site will fund activity 4 position at 50%. For activity 2, consider if online trainings are available or remove the item from our site plan as the district will be providing training that could meet the goal of this activity. If the district provides the training, we would just need extra duty for the hours beyond the contract of our Elementary Student Support Specialist. Eliminate funding for goal 3 as district providing materials with grant funding. If materials with additional costs are needed, the site council may consider this item for funding with carry over funds. Continue funding goal 1 for the 2020-21 school year.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 3

Increase parent 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	Monthly newsletter transitioned to online and email distribution to all of our families.
Raptor sign in data for visitors and volunteers	Increased number of visitors and volunteers.	Incomplete data due to school closures due to COVID-19. Average of 55 visitors per day and over 79 active volunteers not including field trip volunteers were documented.
Number of parents fingerprinted and approved as volunteers		
Number of invitations sent for our annual volunteer appreciation luncheon		

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Provide passes for visitors and/ volunteers and document in Raptor system.	Title I Parent Involvement 500
Provide funding for fingerprints to ensure parents that do not have the finances to pay for fingerprints have equal opportunity. More funding may be added to this activity if carry over funds are available. Additionally, PTO and lottery funds can help support this goal if more funds are needed.	Title I Parent Involvement 144

Planned Strategy/Activity	Proposed Expenditures
Provide parents with written information, newsletters, calendars and phone calls to increase communication. Provide labels for visitors and volunteers.	Title I Parent Involvement 300
Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.	Title I Parent Involvement 82
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 2000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Increase parent, family and community involvement in the education of all students. On average we had over 55 visitors a day with many parents joining our flag ceremony first thing in the morning. An average of 10 volunteers were on site each day and over 79 active volunteers were recorded over the year for various activities and participation. This does not include one time volunteers for field trips that parents chaperoned. Eight to 15 parents came after-school each day for family involvement reading in our library, checking out books and/or participating in our reading incentive competition. 90% of parents conferenced with their teacher after the first trimester in person or over the phone. During the school closures and distance learning, all families were contacted by teachers and followed up by admin when teachers were unsuccessful. 23 home visits were made and over 73 appointments were made to meet parents at school outside of scheduled hours to meet the needs of individual students. 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.

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.

Goal 1 and 2 will be eliminated from funding. With the need for training for parents for distance learning, a goal will be added to provide more opportunities for helping parents work with their students. Extra duty for staff members providing trainings beyond their work hours will be added if funding available. 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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 4

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

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learners at Edgewater Elementary 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%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers (EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 3-6	EL Green	Testing suspended due to school closures
Overall CAASPP (Math)	EL Green	Testing suspended due to school closures
Overall ELPAC level 1	Green 1% (1)	Testing suspended due to school closures
Overall ELPAC level 2	8% (6)	Testing suspended due to school closures
Overall ELPAC level 3	21% (15)	Testing suspended due to school closures
Overall ELPAC level 4	37% (26)	Testing suspended due to school closures
Reclassification	32% (23)	Testing suspended due to school closures
Chronic Absenteeism	Declined Blue	Reporting through March before school closures indicates blue

| Suspension rate | Maintain Blue | No students were suspended |

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.	Targeted
Professional development: Provide release time and/or extra duty time for professional development in the form of articulation, data analysis and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. This is a site council priority and unspent funds can reallocated to this activity.	Targeted
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.	Targeted

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Same as goal 1.

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

Same as goal 1.

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.

Same as goal 1.

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 08-24-2020.

Principal's Signature: _____

SSC Chair Signature: _____

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 three forms of measures: 1) SBAC Scores 2) ELPAC Scores 3) Show a growth on the API and the subgroups of AYP

A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. 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. This will require monthly articulations, intervention and tutoring to respond to the lessons -including what the students learned and student engagement.

B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student.

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

Identified Need

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.	Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments.	Ella's continued focus on high quality instruction has supported student achievement. Achievement improvement data was observed on both formative and informative assessments for example: CAASPP data, district benchmarks, STAR and Early STAR assessments, grade level common assessments, ELPAC data. Teacher articulation, planning, collaboration of best strategies, and data analysis have all contributed to and supported academic achievement this school year.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study and tutoring will allow for teachers to meet and improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Ella. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication where needed. Pay for subs so that teachers can get into other classrooms to provide instruction and peer coaching to help our students and teachers grow. Teachers will be providing Tier 1, Tier 2 and Tier 3 interventions to students in ELA and Math to help students get to grade level. PD, PLC Articulation, Enrichment and Guiding Coalition will meet together to use the data that is assessed to make sure students growth is monitored and leveled within ability groups.	Title I 66000 Title I Carryover 40182
Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment 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. This will include support from outside areas that promote PLC's and those coming to the site to provide PD for staff on PLC's These	Title I 836 Title I 10000

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.

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 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.

EL Para Educators that provide support to classrooms to help students that are EL. The Para Educators will work with students in grades 1-6th to support the students in ELA and Math with the direction of the classroom teachers. The Para Educators will work 3.5hrs a day 5 days a week in the classrooms with students that are struggling with ELA or Math during the workshop/small group times. 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 small groups within the classroom with EL Students as needed and provide instruction that will guide their learning.

Title I 69000

Small group intervention with EL students in ELA with a Long-Term Sub to help students with deficits in ELA. Intervention will allow for one to five ratio with students that struggle in ELA. Intervention will take place daily in grades 1st - 5th as needed and determined by the teacher.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategy/Activity 1: Teachers met weekly throughout the year for PLC articulation. In these meetings grade levels 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. Meetings 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 (12) students.
Strategy/Activity 2: Teachers engaged in Professional Development both on the school site or by attending conferences. 17 Ella staff members attended a PLC Conference in July of 2019 along with several other colleagues in MJUSD. All but a few staff have attended the conference and continue to support the few who have not attended as we continue to grow in our PLC journey. 100% of staff participated in Weekly PLC meetings and site level PD around subjects such as ELPAC, Lexia, CAASPP interim assessments. In addition, some staff attended PD targeting best strategies for small group intervention and engagement strategies, for example Get Your Teach On. Teachers who attended PD outside of the school shared their experiences and learning with colleagues at staff meetings, PLC articulation, or teacher work days.
Strategy /Activity 3: The Student Support Specialist is very 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 (12) 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 is very active on our campus. This 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 person 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 works with teachers and students to support their daily access to district curriculum technology resources and supplemental curriculum. The Technology Lead responds 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 provides PD to staff around topics such as CAASPP assessment, ELPAC assessment, Illuminate, Lexia, Discovery Education, Renaissance Learning, BrainPop, Spelling City, 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

Planned Strategy/Activity	Proposed Expenditures

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 our campus. Substitute, food and mileage costs are
also included to make the professional development and
growth possible for classroom teachers. This list includes,
but is not limited to: Solution Tree, Growth Mindset Conferences and Trainings, PLC Conferences and Trainings, CABE, EL Conference, CUE, Science, Wonders, Title 1 Conference, SCOE, GLAD, CLES, Common Core trainings and Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.

Elementary 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 and training to teachers, parents and students, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's.

Title I 17000

Student Services Coordinator will provide students with academic counseling, Illuminate testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with services to determine how best to serve students and families. 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

Targeted 74000

Technology Lead will assist out teachers to enhance learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening

Targeted 63757

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) SBAC Scores 2) ELPAC Scores 3) Show a growth on the API and subgroups of AYP

Identified Need

Preschool throught 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from the SBAC Results of the district benchmark exams Results of the ELPAC assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Classroom assessments and intervention tests (developed by teachers in Illuminate)	Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.	Ella's continued focus on high quality instruction has proven to be a success via CAASPP data, ELPAC data, district benchmarks, and grade level common assessment data.The use of supplemental curriculum allowed growth in students' technology skills, individualized experiences and leveled learning which can be seen from the data retrieved from resources like Renaissance Learning, Illuminate, Moby Max, Lexia, Spelling City etc. Supplemental materials allowed teachers to prepare and deliver high quality lessons to students and allowed students access to materials they needed in order to be successful at school. Overall CAASPP data shows Ella's ELA improved by 3.2 points and Mathematics improved by 8.1 points.

person is instrumental in making sure our students have the most current, up to date technology to access curriculum to support their academic success.
Strategy/Activity 7: This school year Ella was able to hire 2 additional para professionals for a total of 5 to support students and teachers. These para professionals work directly 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. Students receive a 1:5 student/teacher ratio for strategic intervention support. Students benefited from this para professional academic support as demonstrated on district assessments (Early STAR; STAR), grade level common assessments, and CAASPP data. Ella's overall ELA CAASPP data showed an increase in 8 subgroups with an overall change of 3.2 points.

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 area of the projected budget that was modified was Strategy/Activity 1. $66,000 was budgeted for this Strategy when the SYPSA was originally approved by the Ella School Site Council. After creating supplemental contracts for the year for PLC articulation meetings and after school tutoring/enrichment, there was a need to increase the budget for the projected expenditure. Strategy/Activity 2s budget was increased after staff requests to attend PD outside of the school to improve our enhance small group intervention and student engagement.

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 a continued focus on academic gains for our 3 subgroups that showed a decrease on the CAASPP ELA data; specifically Ella's reclassified students.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.

Planned Strategy/Activity	Proposed Expenditures
Supplemental Materials that help support and enhance the district curriculum in both Math and ELA/EL. 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
Print Shop to create learning aids for EL to supplement classroom instruction.	
Students that meet proficient and advanced on Interim Tests and SBAC in Math, ELA, Science and ELPAC will be awarded for their achievements throughout the year.	Title I

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Standard/Activity 1: Ella continued to analyze supplemental curriculum data and technology for its impact on student achievement. The use of such programs as Discovery Education, Mystery Science, Brain Pop, Read Naturally, Star Fall, Spelling City, 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. 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. 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. CAASPP data, ELPAC data, 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: In January 2020 130 of the school sites student HP laptop computers no longer were eligible for updates and ran Windows 10, which MJUSD would no longer support and many programs will not run on them anymore. Chromebooks were purchased to replace this outdated technology to be certain students can easily access programs such as Renaissance Place/Accelerated Reader, Spelling City, Lexia, Mystery Science, Boomcards, Discovery Education, Brain Pop, Wonders and Go Math online curriculum and resources, etc. Technology that is up to date and in working order is also essential for the students to successfully complete CAASPP and ELPAC testing, district benchmarks, and common assessments created in Illuminate. In addition, technology replacement items were necessary to maintain equipment such as classroom printers, ELMOS, Smartboards etc. Replacement of student headphones were needed

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
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: Renaissance, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Science, Curriculum Associates, Discovery Education, TpT, Moby Max, Scoot Pad, IXL Illuminate, Wonders workbooks that are not part of the core, Write Steps and BrainPop, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning.	Targeted 25000 Targeted Carryover 14331
Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Computers that may need to be replaced due to age. Supplementary materials to enhance the classroom environment and to create complete usage of programs such as AR, AM, Curriculum Associates, BrainPop, Write Steps, GLAD, CAB, Illuminate, Wonders, Math Facts in a Flash. Materials for supplemental projects Resource Library Paper, ink cartridges library and classroom books Wonders Supplementals Math Supplementals EL/ELA Supplementals Science Supplementals TpT Moby Max CAB BrainPop Starfall GLAD Curriculum Associates Scoot Pad IXL Discovery Education Read Naturally Illuminate Spell City Scholastic	Title I 30000 Title I 3537 Title I Carryover 24000 Title I 28642 Title I Carryover 8410

Annual Review and Update

SPSA Year Reviewed: 2019-20

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

Parental Involvement is critical for Ella. From ELAC to PTO, Ella values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as
representatives on SSC and DELAC. EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day. Parents are encouraged to give input in the development and evaluation of the Site Plan.

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
Parents sign in at monthly meetings, attendance records, Aeries communication reports, Raptor reports.	As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.	Ella School welcomed 20 parents to our English language classes to support EL parents in better understanding our district curriculum and how to best support their students' academic achievement. We continued to send all school communication via paper or Aeries Communication in both English and Spanish. All parent meetings 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 welcomed 3 new parents this year and 2 new parents represented Ella School at our DELAC meetings. Ella School was able to fingerprint several parents this year so they can support our teachers and students in the classroom and on field trips. Student attendance was monitored by our A2A monitoring system and regular attendance conferences were held by administration with parents to support them in getting students to school each day.

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.

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 unexpected technology need for students, Standard/Activity 2 had an additional budget that needed to be discussed and approved by the Ella Site Council.

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 additional Chromebooks and laptops that will no longer be eligible for updates and will need to be replaced. Ella school will also want to continue to plan for Chromebook purchases to reach a 1:1 ratio goal. Kinder and 1st grade are still in need of classroom sets of Chromebooks. Staff will evaluate supplemental technology programs and supplemental curriculum to determine what programs are best supporting student achievement and aligns to our school goals.

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, Google Classroom, Zoom, Google Meets, email, 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 a change in MJUSD procedure for fingerprinting, we were not able to fingerprint as many parents as we had hoped this year. In addition, school closure in March due to COVID 19 caused Ella School to cancel school events, field trips, and parent meetings.

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, ELAC meetings and to hold leadership positions. Our goal is to provide more opportunities on and off campus for parents to be involved in the education of their children. No matter what our education service model looks like for the 2020-2021 school year (due to COVID 19 safety regulations), we need to support our parents in the education of their students. We will need to provide more parent education around our distance learning platforms and be sure we are communicating effectively with parents as to changing procedures.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.	
Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter	
Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.	Title I Parent Involvement 2571 Title I Parent Involvement 166 Title I Parent Involvement 17
EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.	Discretionary 3000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Ella School welcomed 20 parents to our English language classes 2 days a week to support EL parents in better understanding our district curriculum and how to best support their students' academic achievement. We continued to send all school communication via paper or Aeries Communication in both English and Spanish. All parent meetings 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 welcomed 3 new parents this year and 2 new parents represented Ella School at our DELAC meetings. Ella School was able to fingerprint several parents this year so they can support our teachers and students in the classroom and on field trips. Ella School also continued to welcome parents on campus each day via our Raptor check-in and out system. Ella School also held our annual Ice Cream Social and Fall Festival that was well attended by our Ella families. Student attendance was monitored by our A2A monitoring system and regular attendance conferences were held by administration with parents to support them in getting students to school each day. 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

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 .

Principal's Signature: _____

SSC Chair Signature: _____ *Permission to sign is in file.*

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

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 18-19 by 20 points overall	Growth for 18-19 +28 points overall
CAAPP ELA	Growth for 18-19 by 20 points overall	Growth for 18-19 -2 points overall
STAR ELA	Growth of 1.0 overall	Growth 0.6 overall
STAR Math	Growth of 1.0 overall	Growth 0.8 overall

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Provide bilingual Student Support Specialist to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help identify students that are academically at risk and will help coordinate intervention services for these students.	Title I 43400

Planned Strategy/Activity	Proposed Expenditures
Increase and provide consistent ELA instruction as well as provide further intervention for grades 1 and 2. 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 (1) 3 hour paraeducator to provide assistance to the classroom teacher providing ELA instruction.	Title I 14950
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. LTR materials and supplies to increase student literacy. The $3,000 in 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.	Targeted 25900 Title I 1648 Title I Carryover 1352
Extended learning time: Provide after school tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school program.	Title I Carryover 22099
Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, restorative justice, data analysis and structured teacher planning time. 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	Title I Carryover 18000 CSI 11103

Planned Strategy/Activity	Proposed Expenditures
teachers to observe other teachers in their classroom (on site and at other schools).	
Provide planners for each student in grades 4-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task, and assigning time to the task. All of theses help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	Targeted 1,800
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 26450
Provide Technology equipment for classrooms, (Chromebooks, PCs, Ipads as needed, laptops, printers, monitors, LCD projectors and Smartboards) to help assist students with learning technology components of key standards and for intervention opportunities. This will also include 300 licenses for the Go Guardian student monitoring software for teachers.	Targeted 28,650 Targeted Carryover 5,185
Provide support through hiring para educators for kindergarten classes. These positions will 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.	Title I 43,700
Provide support through hiring para educators to provide intervention support for 2nd through 6th grades. These positions will 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.	Title I 39,130
Provide a second temporary Student Support Specialist to support students' emotional and behavioral needs, PBIS, intervention, and communication with staff and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions. Student Support Specialist will help to identify students who are academically at risk and will help coordinate intervention services for these students.	CSI 39000

Planned Strategy/Activity	Proposed Expenditures
Support the growth of the new science curriculum by providing materials and consumables for the science program.	Targeted 7,000
School will provide copying equipment, maintenance contracts and supplies for supplemental direct instruction. Maintain copying contracts and supplies for all staff supports and	Targeted 8,291
Provide support through hiring temporary para educators to provide intervention support for 1st through 6th grades. These positions to 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.	CSI 70,442
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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

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

Goal 2

School 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 I and will work to begin Tier II interventions for student supports. School 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 attendance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Aeries assertive discipline data	Improvement in suspension data by 27%	Based on a mid-March of 2019 and mid-March 2020 comparison, there was an improvement of 12.2% in the suspension rate. In mid-March of 2019, there were 69 suspensions which is a 16.8% suspension rate. In mid-March of 2020, there were 19 suspensions which is a 4.6% suspension rate.
Aeries attendance data	Expected increase of 2%	Increase of 1%

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.	Discretionary 500
PBIS assemblies to support and increase student attendance, increase grades and create a positive culture on campus. The system will reinforce the positive behavior expectations and recognize	Targeted 2,860

Planned Strategy/Activity	Proposed Expenditures
increased academic performance and an increase in attendance.	
Provide the opportunity for professional development but not limited to PBIS training, which is our school wide discipline program. Johnson Park is ready to begin year 2 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program. Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS coordinator to plan and implement PBIS procedures.	Targeted 2,000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

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

Goal 3

School 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
Number of parents added to volunteer database	17 were expected to add to the database	10 parent volunteers were added to the database during the 2019-2020 school year.
Number of participants at family events	Expectations were met as far as numbers. Would like to see more new parents volunteers at events.	There was an increase of 20 parents who volunteered to work at events.
School Messenger reports	Constant and consistent communication with parents is essential and a contributing factor to increase student achievement.	Aeries Communication all-call messages, monthly newsletters, Remind, Class Dojo was used throughout the school year to notify parents of school events.

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
School will increase communication through phone messages, emails, newsletters and flyers.	Title I Parent Involvement 279

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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 ! 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: 2019-20

LEA/LCAP Goal

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

Goal 4

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

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learners at Johnson Park 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%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers	100%	100%
(Subject Areas and EL	EL Yellow	EL Yellow
Authorizations)	EL Yellow	EL Yellow
Overall CAASPP (ELA) Grades 3-6	13% (6)	ELPAC testing was suspended
Overall CAASPP (Math) Grades 3-6	23% (26)	due to COVID-19. For students
Overall ELPAC Level 1	32% (43)	who completed the testing, the
Overall ELPAC Level 2	24% (51)	scores will be posted by August 2020.
Overall ELPAC Level 3	7.8% (30)	
Overall ELPAC Level 4	Maintain or Improve	Improved (7 students)
Reclassification	Green or Blue	Blue
Chronic Absenteeism	Decrease	Yellow
Suspension Rate	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 instruction in integrated ELD in other academic goal areas that are completed by the school.	

Planned Strategy/Activity	Proposed Expenditures
4.2 Lesson Planning, data analysis, and professional development	
4.3 Building Parent Capacity	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

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

Goal 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 18-19 by 20 points overall	Growth for 18-19 +28 points overall
CAASPP ELA	Growth for 18-19 by 20 points overall	Growth for 18-19 -2 points overall
STAR ELA	Growth of 1.0 overall	Growth of 0.6 overall
STAR Math	Growth of 1.0 overall	Growth of 0.8 overall

Strategies/Activities for Goal 5

Planned Strategy/Activity	Proposed Expenditures
Soaring to Success (S2S) is an after school academic program designed to assist students who are performing below grade level with tutoring, snacks, and enrichment activities. One hour of tutoring will be provided by classroom teachers followed by a snack and 45 minutes of enrichment. Transportation will be provided after the S2S to allow all struggling students, including those who ride the bus, to benefit from the program. The three month program will run from the	CSI 8,500
	CSI 2,000
	CSI 2,500
	Targeted 1,000

middle of February to the middle of May and be held two days a week. Teachers will identify students based on (STAR Reading test results and Common Formative Assessment data) and will track progress based on (STAR Reading test results and Common Formative Assessment data).

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 .

Principal's Signature:

SSC Chair Signature:

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

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 Comprehensive Needs Assessment, it became apparent that we needed to continue our focus on strengthening instruction and on fine-tuning our intervention and enrichment processes.

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.	We did not get accurate end of the year data as school closed in mid March, so end of February data revealed that of 109 Kindergarten students taking the STAR Early Literacy assessment, the average grade placement growth was .55 with an increase of 107 on the scale score; of 87 1st grade students taking the same test, the average grade placement growth was .56 with an increase of 118 on the scale score; and of 20 2nd grade students, the average grade placement growth was .37 with an increase of 124 on the scale score. Of 90 2nd grade students taking the STAR Reading assessment, the grade equivalency increase was .8 and the IRL increased 1.9; of 103 3rd grade students, the grade equivalency increase was .7 and the IRL increased .8; of 96 4th grade students, the grade equivalency increase was .6 and the IRL increased .5; of 107 5th grade students, the grade equivalency increase was .3 and the IRL increased .3. For Star Math, the Growth Report revealed that for the 103 2nd grade students taking the assessment, their grade equivalency increased .8 with an increase of 89 on the scale score; for the 129 3rd grade students, their grade equivalency

		increased .9 with an increase of 84 on the scale score; for the 120 4th grade students, their grade equivalency increased .7 with an increase of 56 on the scale score; for the 113 5th grade students, their grade equivalency increased .8 with an increasse of 48 on the scale score.
Grade level created common formative assessments based on grade level essential standards	Students will master the grade level essential standards.	Grade levels were still creating their common formative assessments this year, so we don't have enough data from any one grade level to accurately assess where we are in regards to this goal. We will be in a better place next school year to utilize this metric with this information.
Assessments/Growth from Supplemental Materials/Resources such as Moby Max, Reflex, Prodigy, etc.	Students will show growth towards mastery of grade level essential standards.	Using the most basic data from Reflex: 117 2nd graders were assessed on addition and subtraction fluency. They scored a 41.05% on fact fluency and there was a fluency gain of 33 facts. 189 3rd graders were assessed on multiplication and division. They scored a 70% on fact fluency and there was a fluency gain of 58 facts. 126 4th graders were assessed on multiplication and division. They scored a 72.14% on fact fluency and there was a fluency gain of 15 facts.137 5th graders were assessed on multiplication and division. They scored an 83.58% on fact fluency and there was no fluency gain. Using only Math data from a Moby Max report, over a nine month period this year, we had 4,325 lessons taken, 11,955 standards passed, an average of 16.1 minutes spent on the program daily and an average of 395 students active each month. Using only K-2 Phonics and Spelling data from Moby Max, over a nine month period this year, we had 495 lessons taken, 5,544 standards passed, an average of 9.1 minutes spent on the program daily, an average of 122 students active each month and an average of 18 teachers using it monthly.
ELPAC Testing	We will move to 70% of ELs in Levels 3 & 4.	Because of the school closures, there was not enough ELPAC testing to measure.
California Dashboard Data in ELA and Math	We will see an overall increase in students meeting or exceeding ELA and Math proficiency of 5%.	Because of the school closures, there was no measurable data collected for ELA and Math proficiency.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
We will hire multiple instructional assistants and utilize extra help substitute teachers 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 116,125
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 43,000
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 4,000 Targeted Carryover 8,000
We will ensure that classroom technology, used for daily work, assessments, interventions and enrichments, is up to date and in working condition, replacing it when it is not.	Title I 70,688 Targeted 2,951 Targeted Carryover 5,211
We will provide supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, art supplies, subscriptions to online programs (such as STAR Math, Moby Max, etc.), library books, as well as maintain copier machine leases/maintenance.	Title I 5,000 Targeted 57,900 Discretionary 4,000 Title I Carryover 9,143
We will provide targeted students with the opportunity for after-school tutoring.	Title I 4,759 Targeted Carryover 8,000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In year two of an entirely brand new to site administration, our school did a good job 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. This strategy supported the portion of the goal 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 to make it a more "whole" position is important for a school of our size (students). This is definitely an effective strategy 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 designed on improving academic achievement was implemented through various ways--11 teachers and both administrators attended a PLC Conference last summer, 3 teachers and one administrator attended a PBIS training in the fall, 4 teachers and one administrator attended a series of in person and online trainings designed around alternatives to discipline, each administrator attended a conference last summer (one on informed trauma care and the other the National Principals' Conference). Classroom technology was kept up or replaced; we purchased over 250 Chromebooks this year alone. This became especially critical when we transitioned to distance learning because of COVID-19 and we had more than enough working Chromebooks to issue to all students 1st-5th. Utilizing supplemental resources such as Moby Max and Reflex were great ways to engage students and to integrate skill builders into the daily/weekly schedule, but we need to be more intentional about which programs we use and why we use them, and we need to set some agreed upon expectations for usage in order to maximize their effectiveness. We were also able to help the 5th grade team with materials for an elective cycle, purchase a new sound system for our music program, commit over $6,000 to our library circulation and provide most teachers/grade levels with supplementary materials they requested (this was accomplished through utilizing both categorical and unrestricted site funds as we believe the goals in our SPSA should drive our direction and expenditures from both pockets). Finally, we were able to offer tutoring for students in grades 1-5, although not all eligible teachers took advantage of the additional intervention opportunity. 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, we should look at potentially adjusting our expenditures down 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 the COVID-19 shutdown has impacted more than just classroom learning, we are not in a position just yet to make such changes with certainty.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

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 Comprehensive Needs Assessment, we discovered that Social Emotional Learning and Counseling were huge needs for our school. Thankfully, the LCAP will be providing at least part of the Counseling piece for the 2019-20 school year, so we will be focusing on bolstering our Student Support Specialist positions and our Student Services Coordinator position and continuing our focus on PBIS and consistent use of TOOLBOX (SEL curriculum) school-wide.

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.	Using like dates for the suspension data, we had 71 days of suspension through March 12 in 2018-19 and only 37 days in 2019-20. We discovered that our tracking for referrals needs to be cleaned up, as we used SWIS and AERIES in 2018-2019, but only AERIES in 2019-20 and there wasn't a way to separate Pink Slips (minor infractions) from Referrals.
Attendance	Monthly/yearly attendance will improve to at least a 95.6% average.	Because of the COVID-19 closures, we didn't get accurate attendance reports from the district after the 4th month of school, so we are using the first four months of school from 2018-19 vs 2019-20. In 2018-19, we had an average of 95.4% attendance and in 2019-20, we had an average of 95.85, exceeding our goal.
Student Recognition	A higher percentage and more diverse group of students will be recognized for academic, character trait and attendance awards.	Over the past two years, we have run 4th and 5th grade Trimester Awards, Monthly Cub Card drawings/shout outs at our Kynoch Community school-wide gatherings, and we have honored students for attendance and as Mentors of the Month. During distance learning, we had Brag Tags created specifically for distance learning and for those students who continued to read and AR

		Test. Students who have been recognized are from different demographic categories and we made an effort to recognize students who were working on improving behaviors and on using the TOOLBOX tools.
Staff and Student Surveys	A higher percentage of students will report feeling more physically and emotionally safe at the end of the 2019-2020 school year and fewer staff will report that discipline/behavior is our greatest issue.	We did not survey staff or students this year as the school closure put the brakes on the typical end of year happenings and we didn't want artificial results by surveying while staff and students were working from home.
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.	This year, one of our Student Support Specialists focused on small groups and one on one meetings with students, while the other focused on creating a Mentor Program where 5th graders pushed into 1st-4th grade classes for 20 minutes a day four days a week. Both of them were actively involved in creating a Girls' Group and a Boys' Group that offered guest speakers, activities and focused on improving self esteem, making better choices, goal setting and finding their voice. We had an exceptionally difficult 5th grade group this year and were finally starting to make inroads with them when the school closure happened. An anecdotal example of success is when a 1st grade student with behavior and learning gaps, after working with one of the Student Support Specialists for two series of sessions, was able to read all of his Kindergarten sight words and was also able to use his TOOLBOX breathing tool when in trouble and explain that it wasn't he who did the offense. Another anecdotal example is from a different 1st grader who is on the spectrum being taught to fill his bucket and to look for the positives rather than to expect things will be a certain way and then exploding when they aren't. Additionally, the Student Support Specialists helped the 5th grade teaching staff with the weekly elective rotation, taking in the students who didn't qualify to attend and working with them on building more positive character traits.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
We will provide a 25% Elementary Student Services Coordinator who will oversee the school-wide roll out	Targeted 37,100

Planned Strategy/Activity	Proposed Expenditures
of TOOLBOX SEL Curriculum, will work directly with students on behavior and academic goals, and will work with support staff on student attendance and recognition.	
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 48,047 Title I Carryover 69,774
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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The 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 a school-wide SEL curriculum/program, TOOLBOX, and worked with students on behavior and academic goals and with support staff on student attendance and student recognition. We incorporated TOOLBOX into our weekly Kynoch News, into our weekly Kynoch Community meetings and made certificates for students monthly based on the Tool of the month. Our ESSC also met with students regularly to review behavior and to help students understand alternatives that will increase their learning. Our ESSSs worked directly with our students on behavioral issues, ran groups with students, worked with families, supported the Counselor and the School Psychologist, created a mentor program for fifth graders, brought back a Girls' Club and established a Boys' Club, participated in the fifth grade elective program, 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.

We made the decision mid year to no longer utilize SWIS (the PBIS data tracker for behavior) and to rely solely on our district data management system, AERIES. Unfortunately, we didn't set up the parameters clearly and this misstep interfered with our ability to track clearly our referrals (major behaviors) and our pink slips (minor behaviors). We are in the middle of fixing this so that we can better utilize behavioral data with staff, students and parents alike. 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.

As this goal really hinges on school culture, each of the metrices 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. changing the Discipline metric to eliminate SWIS data, 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: 2019-20

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 Comprehensive Needs Assessment, it became apparent that we need 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 either in the classroom or on field trips. We will also be running 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 get close to 100 parents to participate in both the Volunteer Trainings and the TOOLBOX Parent Nights.	Even though we did not get to hold any small group Volunteer Trainings in March or April, we did exceed our goal and trained 102 parents this year. Not all of them followed through and were fingerprinted so that they can volunteer, but that is the final hurdle for many of them. Our TOOLBOX Parent Nights were a huge disappointment in that only 9 parents took advantage of them. We need to find a way to include the most pertinent information from them in another format for our site.
Fingerprinting	We hope that we will increase by at least 10 the number of parents we will have fingerprinted during the year compared to the year prior.	We were consistent with the number of parents fingerprinted this year versus last year, which is actually an accomplishment because we have been running a shared cost for parents where we pay for half of the fingerprinting and the district bills us for our portion, but mid year the district stopped fingerprinted any non-employees and referred people out to the local law enforcement agencies for fingerprinting and we do not have the same bill back

		opportunities. This will need to be fixed for next year.
Saturday School Parent Component	We hope that we will have at least 40 families attend this component throughout the 2019-2020 school year.	Our Saturday School program started later than we had planned and was cut short by four sessions, but we still managed to pull in 29 families in the three sessions that we did hold, so we count that as a success. We had 12 families on February 8, 9 families on February 29 and 8 families on March 7. Student attendance was higher, but in order for it to count towards attendance recapture, a parent/guardian had to attend at least one of the sessions with the students.
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.	We did not send a parent survey this year, other than the district-wide parent survey regarding LCAP and then one regarding distance learning and how parents would like to return to school in the fall. Unfortunately, the number of surveys returned for each was small considering the size of our site. We had 132 parents return the LCAP survey and only 106 return the distance learning survey. This tells us that we need to be more vigilant with the use of surveys and also with sharing the results and what our next steps are so that our parents see the value of completing such surveys. We continued to utilize the daily tips from Parent Institute on our school Facebook page. These daily tips reached an average of 106 parents each time they were posted, but there wasn't a lot of opportunity for interaction with parents through questions or comments from these posts.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
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.	Title I Parent Involvement 819.0
We will continue to offer partial scholarships for parents for the cost of fingerprinting, but this year, we will also require that they attend a Volunteer Training to be eligible.	Title I Parent Involvement 2,175.00

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We implemented all of the strategies/activities to achieve this goal save one, that of parent surveys. We did an excellent job executing the Volunteer Trainings and in being prepared for the TOOLBOX Parent Nights, but we didn't see the results. We continued to offer shared cost fingerprinting for parent volunteers who completed the Volunteer Trainings, but midyear, the district changed how they completed the fingerprinting process, so we did none after January. Saturday School was a success, although we were only able to offer four sessions because of the school closures. The strategy of Parent Surveys was our failure.

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 metrices of Fingerprinting and Parent Surveys. We need to reconfigure the process for shared cost fingerprinting for parents 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.

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

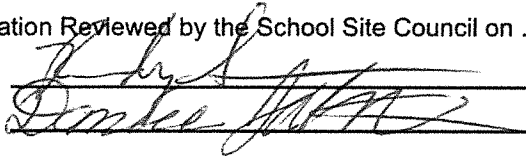School: Linda Elementary School

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[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:

SSC Chair Signature:

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Provide learning opportunities that result in increased academics 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 students will master grade level essential standards through Quality First Instruction and through the PLC process. Teachers will develop year long pacing plans, common assessments and interventions that will address students' individual needs.

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360)	85+ percent of students will show growth equivalent to one year by the end of the year.	Unable to obtain a final measure due to COVID-19 school closure
Grade level formative and summative assessments based on essential standards	Student mastery of essential standards.	Grade levels developed common assessments and then used the data to develop interventions. A school wide reading intervention period was implemented. Fourth grade included a math intervention period.
On-line programs implemented in the classrooms; Lexia, AR, Front Row, Spelling City, Prodigy	Students show growth	Final measure was not obtained due to school closure. Students continued to have access to the on-line programs during Distance Learning.
ELPAC	Student growth in levels 3 and 4 will grow 5%.	Data unavailable
California Dashboard Data	ELA will grow 5% and Math 5%	ELA maintained with an increase of 2.5 points Math declined by 5.5 points

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). Para Educators will be utilize to provide support	Title I 179,548 Title I Carryover 10,246

Planned Strategy/Activity	Proposed Expenditures

to those students not mastering grade level essential standards in ELA and Math in grades 2nd through 6th. Spanish and Hmong speaking paras will be accessible to our EL students.

The Library 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 that 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 48,482

The Student Service Administrator will identify 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 32,SST process. The SSA will work with Outreach Consultant 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.

Targeted 83,736

Targeted Carryover 5,134

Students will have access to on-line programs (as funding allows) to reinforce grade level essential standards. Programs include: Spelling City, Lexia, Brain Pop, StarFall, Freckle, Accelerated Math, IKnowIt

Targeted 12,421

Title I Carryover 5750

All Students will have access to chrome books, I-Pads, desk top commuters, 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, Front Row (Freckle), technology components of district adopted curriculum, google classroom, Power points, Prezi, Movie Maker

Targeted 6,852

Targeted Carryover 10,000

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 included the maintenance contracts for school copies and the Riso machine used to produce enhancement components to the core

Targeted 22,683

Discretionary 2,526

Targeted Carryover 7,890

Planned Strategy/Activity	Proposed Expenditures
curriculum and allow teachers to present concepts through muti-avenues to support students toward grade level essential standards mastery. If funding allows, the two copy machines used for instructional purposes will be replaced.	
Teachers who have not yet attended a PLC institute to further develop skills needed for effective PLCs will do so. Consultants (if funding allows) will work with staff to further develop strategies targeting student literacy. 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.	Title I Carryover 32,473
Extend support for literacy through books and technology and provide students assistance in book selection at their individual levels until the end of June, 2020	Targeted 2,373 Targeted Carryover 2,466
Staff support in planning the administration of student assessments, reviewing and organizing student testing data to build student intervention schedules based on student need.	Title I Carryover 4,000
Extended day intervention will be offered to students not demonstrating proficiency in mastery of grade level essential standards in ELA and Mathematics.	Title I 5,000
Supplementary materials will be provided to support students during our school wide intervention. This includes materials that addresses students performing below grade level in ELA and Math and those students performing at or above their grade level. (enrichment) 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; Waterford and Lexia	Title I Carryover 13,000
Students in kinder and first grader will have access to Waterford assist in building foundational reading skills and serve as intervention in first grade	Title I Carryover 6250 Title I Carryover

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

PLCs developed a school wide intervention model for grades 2nd through 6th grade. The focus was on reading. As the year progressed teachers noted growth in student groups. We discovered that those teaching students that were struggling readers, needed to be equiped with strategies in the teaching of reading. RSP, SDC, and paras were valuable resources.

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

It was difficult to truly evaluate the effectiveness of the implementation of interventions. With school closure for the the third trimester it was felt that we did not have adequate measuring 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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Through our needs assessment, it is important to continue developing our school wides expectations and social/emotional components of our school. PBIS will continue to be implemented adding a Tier II team to further develop our behavioral supports for our students. We will continue implementing the social skills programs: Second Steps, and Steps to Respect.

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 of 96% for 2019-20	Chronically Absenteeism declined by 2.3% Suspension Rate declined by 1.5 % Accurate attendance percentage unavailable due to COVID19 school closure

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
An Outreach Consultant will be provided to motivate students to improve character, sportsmanship, leadership skills, and attend school regularly to create a positive safe school environment. The ORC will serve as our home to school connection; to improve attendance, to help provide access to community services, and facilitate parent involvement. She will continue to provide leadership on the PBIS Leadership team to help further develop positive behavioral supports and incentives for our students.	Title I 60,585
	Targeted

Planned Strategy/Activity	Proposed Expenditures
Linda School's PBIS program will be supported communicated through posters of school wide expectations, banners, Character Roar Tickets, Lion Bucks, and further staff development through conferences and workshops. SWIS data management will help us in determining the expectations that need more attention, and areas on campus that may need closer supervision or structural changes.	Targeted 4,000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The focus on PBIS strategies and connection with our students and families to facilitate a sense of belonging at school was effective. The outreach consultant focused efforts in building strategies that made students want to be at school. Admin attended SARB hearings weekly and met with parents to strategize around improving 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.

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.

School resources need to continue to focus on student attendance and other means of correction framed by PBIS

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 3

Linda School will provide consistent communication and plan events to engage our parents, families, and community in the educating 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 Site Council Parents and Community Members	2019-20 Student Attendance Average 96% 2019-20 Number of parents being fingerprinted increases 2019-20 A full balanced Site Council	Ten additional finger printed parents Site Council consisted of : two community members, four teachers, two parents, one "other staff", and one administrator

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Our families will receive a school handbook/calendar for the 2019-20 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. Families will receive school communication via School Messenger, School Marquee, School Website, and notices.	Title I Parent Involvement 1,436
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,	Title I Parent Involvement 1,622 Targeted Carryover 110

Planned Strategy/Activity	Proposed Expenditures

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. (finger printing consistent volunteers)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

A balanced site council led to decision making with different stakeholders' perspectives. Student
attendance was further targeted by admin attending all SARB/court hearings. ORC and admin met
with parents to improve chronic absenteeism

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 school year was interrupted by COVID 19 and therefore attendance percentages will be
impacted. Site Council Meetings discontinued.

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.

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Olivehurst Elementary School

Principal: Rob Gregor
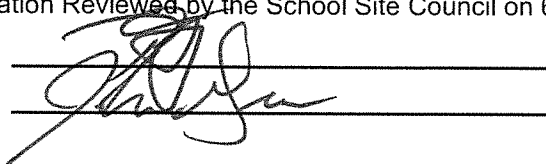
School Site Council Certification

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 6/04/2020.

Principal's Signature: _____

SSC Chair Signature: _____

Annual Review and Update

SPSA Year Reviewed: 2019-20

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.	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	Title I 47500
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.	Title I Carryover
Provide school-wide interventions (small group and individual) in Reading and Math	Title I 56000

Planned Strategy/Activity	Proposed Expenditures
Identify and purchase needed materials in order to provide personalized intervention for students (at all instructional levels)	
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	Title I 9403 Title I Carryover 11562
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.	Targeted 35000
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	Targeted 8500
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.	Targeted 5000
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 to students who are performing below grade level in ELA and math.	Title I Title I Carryover 43082
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.	Targeted Carryover 10652
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	Targeted 2000 Targeted Carryover

Planned Strategy/Activity	Proposed Expenditures
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.	Targeted 40638
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.	Targeted 20000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to COVID-19 we were not able to complete our goals and we lost one trimester of teacher directed learning. We were never able to complete our goals or take the State CAASPP.

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 our goals and we lost one trimester of teacher directed learning. We were never able to complete our goals or take the State CAASPP.

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: 2019-20

LEA/LCAP Goal

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

Goal 2

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.	Targeted Carryover 250
Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, podcasts, and videos.	Targeted Carryover 1000
Increase parent support, home school and community connections, and attendance. Fingerprinting, advertising, back to school night, and supplies. Printing mailers, newsletters, materials, supplies, books and/or to improve communication between school, parent, and classroom.	Title I Parent Involvement 2149
	Title I Parent Involvement Carryover 129
	Discretionary

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to COVID-19 we were not able to complete our goals and we lost one trimester of teacher directed learning. We were never able to complete our goals or take the State CAASPP.

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 our goals and we lost one trimester of teacher directed learning. We were never able to complete our goals or take the State CAASPP.

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: 2019-20

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.	Title I 50500
Provide a campus that is clean, comfortable, and inviting.	
Reinforce character traits through curriculum, daily rituals and routines, and acknowledgements where applicable.	Targeted 2500
Provide staff training/collaboration/conferences and time to successfully implement PLC's and the PBIS program.	Title I 12177
	Title I Carryover 2000
Teach monthly character education lessons and evaluate effectiveness of lessons in grade level teams.	Targeted Carryover 1000
Hold weekly/monthly assemblies to teach/model/reinforce character traits.	Targeted Carryover 1000
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)	Targeted 19500

Planned Strategy/Activity	Proposed Expenditures
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.	Targeted Carryover 5000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to COVID-19 we were not able to complete our goals and we lost one trimester of teacher directed learning. We were never able to complete our goals or take the State CAASPP.

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 our goals and we lost one trimester of teacher directed learning. We were never able to complete our goals or take the State CAASPP.

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: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity		Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 08/21/2020.

Principal's Signature: _____

SSC Chair Signature: _____

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 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.	on the 2019 CAASPP Yuba Feather Elementary had a 30.7 point increase in ELA and a 23.1 point increase in Math. We saw an increase in all student reading levels and every student moved up at least one group in our schoolwide intervention groups for Reading and Math and those students meeting with our Para Educators one on one.

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.	Targeted 13963
Research has proven that early intervention is best, as a result we are funding a para educator in Kindergarten and First grade. The team has decided	Title I 38224
	Title I Carryover 7321

Planned Strategy/Activity	Proposed Expenditures
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 classroom and schoolwide.	
Literary Resource Technician are essential for our reading intervention in the classroom and schoolwide	Targeted 10872
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.	Targeted 3806
Continue to provide staff with access to staff development, training and conferences that focus on ways to improve student academic achievement.Cover staff conference related expenses.	Title I Carryover 2363

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

An intervention plan was implemented by our Teachers and Para Educators to provide schoolwide and individual academic support for students not having met standard on the CAAASP. This intervention program was technology rich and focused on breaking up students into groups with similar 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 on average of one and a half years in grade equivalent growth. We all felt this was a great success and were disappointed that the year was cut short due to Covid 19 and fear that the gains will be nullified by the school closure.

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 to the implementation. The only change was that we were not able to spend all of our budget due to the Covid 19 school closure.

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: 2019-20

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.	Chronic Absentism dropped only 1.38 % in the current 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 gatherings, Back to School Night, Open House, Monthly newsletter and Student Attendance Certificates. Schedule Attendance meeting 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 477.00

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

While 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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Anna McKenney Intermediate School

Principal: Joe Seiler
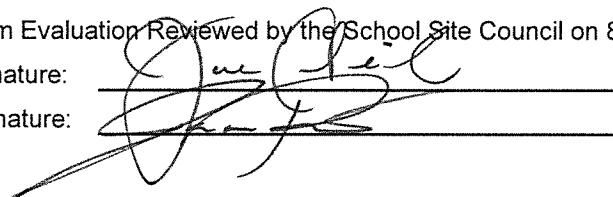
School Site Council Certification

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 8/24/2020.

Principal's Signature:

SSC Chair Signature:

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

Student proficiency levels on District and State Assessments in English Language Arts, Mathematics, Science, Social Science, and Physical Education will increase

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.

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.	Our team at Anna McKenney Intermediate School established a Tier II intervention period, which we called "Mustang Time" during the regular school day. This intervention period was developed and designed to support our students master grade level essential standards. The data gathered throughout the school year was placed into content binders, where all members of our team had access to the data. The data gathered from our common formative assessments helped our teachers guide instruction and support our students struggling with achieving the standard.
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.	Our site utilized MobyMax as an intervention to support our math department and student achieve mastery of grade level essential standards. Based on data from MobyMax, our students completed 1,289,110 problems and mastered 24,102 standards. We found the program to be extremely useful and beneficial for students who came in below standard because it would tailor the material based on each individual students needs and ability level.

California Dashboard data in ELA and Math.	We would like to see an overall increase in students meeting or exceeding ELA proficiency of 5% and an overall increase in Math of 3%.	Below are the results,based on our CAASPP data from the 2018-2019 school year: English Language Arts- Orange level on the dashboard, 34.5 points below standard, declined 7.6 points from the previous school year. Mathematics- Orange level on the dashboard, 73.7 points below standard, declined 12.7 points from the previous school year.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
We will hire student support specialists to assist teachers with direct instruction, small group intervention/enrichment, assessments, etc.	Title I 95000. Title I Carryover 6000
We will provide training for parent volunteers for extra help in the classroom, community events, and to cover the cost associated with fingerprinting.	Title I Parent Involvement 1623.
Provide Professional Learning opportunities for all faculty. This professional development will center around training, implementation, collaboration and best practices of professional learning communities (PLC). 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	Title I 40000.
We provide intensive tutoring to students in small group settings. The intensive tutoring is conducted with credentialed teachers and limited number of students.	Title I 12974. Title I Carryover 2026.
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.	Targeted 6000. Targeted 1319.
Replace outdated technology for classroom use including replacement bulks, ribbons.	Targeted 1000. Title I 30000. Title I Carryover 20000.
Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater	Title I 7000. Title I Carryover 3000.

Planned Strategy/Activity	Proposed Expenditures
opportunities to practice fluency and comprehension with literature and informational text.	
Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Criterion.	Title I 15000.
We would like to hire additional para educators to support first instruction and intervention/extension during Mustang Time.	Title I 10259.
Purchase of school planners for all students to help with content organization and study time and school events for parents to attend.	Title I Parent Involvement 1000.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Based on the results from our 2018-19 CAASPP testing data, we felt it was important to develop an intervention period to help support our students master grade level essential standards. Our students were pulled into intervention time during the regular school day up to four days each week. We struggled, logistically at the beginning, as students were being pulled by multiple teachers during the week. We will need to strengthen our procedures to ensure the designated time is beneficial for meeting grade level essential standards. Many of our students completed AR reading during Mustang Time when grade level essential standards were achieved. The allocation of funds to our school library supported the positive improvement in AR scores across the campus. We had eight staff member attend a PLC conference and we were supported by Maria Nielsen, a consultant from Solution Tree four days during 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.

Due to Covid-19, we were not able to purchase technology devices, attend professional development outside of the school, and our ELPAC and CAASPP testing were cancelled.

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. Due to predicted budget restraints, we will not allocate the same amount of funds for professional development or for purchasing library material. Our available

funds and energy will be utilized to develop and support interventions for our students who have been challenged to access the online material.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

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.

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 2019-2020 Chronic Absenteeism will decrease to no more than 9.4% by 2019-2020	Below are the results from our 2018-2019 school year: Chronic Absenteeism- Orange, 10.9% chronically absent, Increased 0.5% Suspension Rate- Yellow, 8.7% suspended at least once, Declined 1.2%

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
PASS Officer 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	Targeted 97000 Targeted Carryover 2488
Student Service Administrator 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.	Targeted 33000.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our school utilizes many components of PBIS to foster a culture where students are connected to our school and community. Our PASS Officer 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.

Due to Covid-19 our budget may change, which could effect our ability to hire and retain our PASS Officer. Otherwise, no changes will be made to goal #2.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SCHOOL PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Yuba Gardens Intermediate School

Principal: Jim Hays
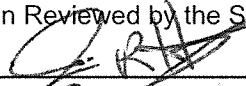
School Site Council Certification

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 .

Principal's Signature: _____

SSC Chair Signature: _____ Becky Stewart by _____

See attachment

From:	Jim Hays
Sent:	Monday, September 14, 2020 11:25 AM
To:	Elizabeth Preston
Subject:	Fwd: Signature Approval

Jim Hays
Principal
Yuba Gardens Intermediate School

Begin forwarded message:

> **From:** Rebecca Stewart <rstewart@mjusd.k12.ca.us>
> **Date:** September 14, 2020 at 11:24:41 AM PDT
> **To:** Jim Hays <jhays@mjusd.k12.ca.us>
> **Subject: Signature Approval**
>
> I give permission for Jim Hays to sign in my absence the School Plan for Student Achievement
> Evaluation. This document was previously approved but I signed the wrong document.
>
> Sent from my iPhone

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

ELA - 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%	The expectation is that our CAASPP scores will increase by 5% over the previous year.	Due to the COVID-19 crisis, we were not able to get CAASPP data for the 2019-20 school year.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Pay ELA teachers at their rate of $64.59/hour to build Strategic Reading curriculum for the year. This will require 70 hours of total time.	Title I 4222
Purchase Flocabulary to help teachers with building academic vocabulary with their students.	Title I 2500
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.	Title I 8327
Provide after school transportation so that students can stay after school for extra academic support.	Title I 5000
Tutoring by certificated staff after school	Targeted 7665

Planned Strategy/Activity	Proposed Expenditures
Technology Technician to support teachers use of technology within their classrooms.	Title I Carryover 2000
Guiding Coalition Meetings to support the PLC initiative to increase student achievement	Targeted 5451
Continued integration of technology to support the core curriculum and state standards and also purchase Instructional materials.	Title I Carryover 69154
	Title I 13866
2 Para Professional positions to support the professional learning communities process during intervention time and to support students within their academic settings.	Title I 28,000
2 Student Support Specials 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 126,500
Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core and supplemental curriculums.	Targeted 5600
Supplemental supplies and materials to help students reach their academic goals.	Targeted 45,405
	Targeted Carryover 9229
	Title I 7627
Observe and implement successful strategies from other teachers, collaborate, determine correct student placement and use data to discuss intervention groupings.	Targeted 10000
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.	Title I 2000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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 purchase of iLit 4/5 for our strategic reading class. We also need to up our allocation towards the after school program to pay for half of the that bill with the ASES program.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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.	Increase CAASPP scores by 5% in ELA and Math.	Due to the COVID-19 crisis, we were not able to get actual data on these standardized tests.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
PLC Summer Institute attendance, and other conferences	Title I 50,699
PBIS Professional Development and Restorative Practices, salaries, benefits and supplies related to the implementation	Targeted 5000
Google Classroom Professional Development related to the yearly conference	Title I 2550
Professional Communities initiative work with Maria Nielsen - 9 contracted days to work with Maria to help ensure that all students can learn at high levels, create a collaborative culture with collective responsibility and a results oriented learning environment.	Title I 44468 Title I Carryover 532
Provide Collaboration Time for each teacher to work together in their PLCs after school hours.	Title I Carryover 22729

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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 does not plan on making major changes to our PD schedule at this time.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 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	To decrease chronic absenteeism and suspension rate by 5%	Due to the COVID-19 health crisis, we do not have complete data for these indicators.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
PBIS Rewards Program - to help with student inclusion and recognize students that are fulfilling schoolwide expectations.	Targeted 3500
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 4875

Planned Strategy/Activity	Proposed Expenditures
Family liaison - Provide direct services to increase student achievement by supporting 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.	Targeted 56,550
Purchase of SWIS contract to manage and implement discipline data to support our PBIS program and work towards decreasing our suspension rate.	Targeted Carryover 460
Student Support Officer 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.	Targeted 41,000
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 31,670
Purchase School Connect SEL curriculum in order to explicitly teach students social emotional strategies to help them access their core curriculum effectively.	Title I Carryover 1000
Music equipment needed for the band program. Instructional materials needed to continue building the program	Targeted Carryover 14,627

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The implementation of this 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 implentation 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 music expenses, 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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 4

Parental involvement on campus

Identified Need

Parental involvement needs to be increased at Open House, Back to School Nite, ELAC meetings, SPSA meetings, Title One meeting and at other offered parent evenings

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets	Increase parent participation on campus	Due to COVID-19 we were not able to fully implement this goal.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Proposed Expenditures
Consistent use of dialer, newsletters. Support parents in education related to use of the parent portal, promotion requirements. Provide parents with educational materials and training related to their students academic success.	Title I Parent Involvement 3620

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We implemented this goal fully. That being said, we need to ramp up our focus on this in a variety of ways. Bridging the gap between the families and the school is key!

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 implementation and the expenses.

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 be adding strategies to this goal. We started to implement a "Coffee with the Principal" session for parents to come onto campus and ask questions. We are also looking into "Remind" as another way of communicating with families. It is important that we do a much better job on this goal moving forward.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 5

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 Yuba Gardens 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%	Due to the COVID-19 health crisis, we do not have ELPAC and CAASPP data to see how we did with our EL learners.
Adequate Facilities	100%	
Correctly Assigned Teachers (Subject Areas and EL Authorizations)	100% EL Yellow EL Yellow	
Overall CAASPP (ELA) Grades 3-8 and 11	1% (4) 10% (22)	
Overall CAASPP (Math) Grades 3-8 and 11	40% (55) 36% (78)	
Overall ELPAC Level 1	16% (49)	
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 5

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

Planned Strategy/Activity	Proposed Expenditures
in integrated ELD in other academic goal areas that are completed by the school	
Lesson Planning, data analysis, and professional development.	
Building Parent Capacity	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We just started focusing on this goal this year. We will be spending a lot of time and energy on this one next 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.

There was no major differences between the intended implementation and the expenses this 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.

Major changes next year. We are giving all EL students a support class based on their ELPAC score. We are also adding more EL support in the way of a facilitator.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 8/31/2020.

Principal's Signature: _____

SSC Chair Signature: _____

Annual Review and Update

SPSA Year Reviewed: 2019-20

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.

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	NOT AVAILABLE DUE TO COVID
CAASPP Math Scores	Increase of 10 points	NOT AVAILABLE DUE TO COVID
AP scores	Increase average pass rate of 37 percent per course offered	AVERAGE PASS RATE AT 33 PERCENT. HIGH SPANISH 100% LOW CALCULUS AT 12%%
"Rising Stars"	increase by 5 percent	AVERAGES TO BE CALCULATED-SKEWED DUE TO COVID
reduce number of credit deficient students per grade level	reduce by 5 percent per grade level	SLIGHT DROP 1% INTERRUPTED BY COVID
Redesignated report	Increase the number of students redesignated based on the ELPAC by 5 percent	NOT AVAILABLE YET DUE TO COVID
Graduation rate	Increase graduation rate by 2 percent to 92 percent	PRELIMINARY NUMBERS SHOW GOAL MET AT92%

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 deversify instructional strategies surround new technologies and software.	Targeted 70,747

Planned Strategy/Activity	Proposed Expenditures
1.2 In order to more effectively implement additional instructional strategies, Lindhurst High School will purchase 3 additional Chromebook carts with 36 Chromebooks each plus additional Chromebooks to replace existing and failing Chromebooks The total number of Chromebooks will be 130. These will be located in three additional classrooms this year. By having this technology in each classroom this provide the instructor with more opportunities to vary instruction and students the ability to better research or demonstrate specific skills being taught by the instructor.	Title I 36083 Title I Carryover 15917
1.3 Supplement classroom supplies already provided through the unrestricted general fund. These supplies will provide additional opportunities for varied instruction, reteaching or enrichment.	Title I 35,000
1.4 Purchase supplemental technology for classrooms such as document readers, TV's for AV presentations, student computers and printers	Title I 30,000
1.5 Lindhurst High School will fund two bilingual para educators to work with students in core classes	Title I 74228 Title I Carryover 13939
1.6 We will fund a student support specialist to work with students at risk of academic failure	Title I 50917
1.7 Purchase additional materials and supplies for classrooms	Targeted 21000
1.8 maintain copy machine leases and service contracts	Targeted 16,100
1.9 Lindhurst will purchase ILIT to be used with students reading at the elemenary or middle school levels.	Title I 5,000
1.10 Lindhurst will fund PLATO program for credit recapture	Title I 10,000
1.11 Lindhurst will compensate teachers for instruction and planning outside of their contract hours for colaboration and or intervention instruction with students	Title I 30000 Title I Carryover 6000
1.12 Fund teachers of all departments to work beyond contract hours for collaboration	Targeted 10,196
1.13 LHS will use ACEND math program	Title I 5,000
1.14 LHS will fund teachers before or after school to run PLATO program for students	Title I 15,000
1.15 LHS will fund Summer Academy for those students who are off track due to loss of credits	Title I 40,000 Title I Carryover 7675

Planned Strategy/Activity	Proposed Expenditures
1.16 LHS will purchase on line access to JSTOR, a primary source document research database	Targeted 6,000
To give the students as much supplemental or enhanced reading opportunities, LHS will purchase additional books for the library.	Title I Carryover 2500
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.	Title I 1211.00

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This was 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 offereing 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: 2019-20

LEA/LCAP Goal

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

Goal 2

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	We had three articles the paper, AFJROTC, Honor roll and athletics
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.	Google drive is actively used and utilized by each department
suspension rates	decrease in suspension rates by 5 percent	Even with COVID shutting the "site" down, we experienced an unusually high number of suspensions early in the year.
attendance rates	Increase attendance rate to 97 percent	For the time we were in school our attendance rate was 96.2

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
2.1 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	Title I 69603

Planned Strategy/Activity	Proposed Expenditures
PLC institutes, summits , trainings as well as extra time beyond the contract for teachers to collaborate	
2.2 Lindhurst will bring in motivational speakers and presentations for student assemblies	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	Targeted 101,954
2.4 Supplement funding for an administrator who works directly with our students population.	Targeted 34574

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 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	Data not released yet
state dashboard	all subgroups will show an increase in college and career ready of at least 10 points	Data not released yet

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
3.1 Purchase materials and supplies for classroom and co-classroom activities	Targeted 9,500
3.2 Purchase materials and supplies for classroom and co-classroom activities	Targeted 2,000
	Targeted Carryover 3,000
3.3 Lindhurst will supplement materials and supplies for our STEM classes and activities in our Science Department	Targeted 7000
3.4 Purchase materials and supplies for classroom and co-curricular activities	Targeted 5500
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.	Targeted 3500

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The 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: 2019-20

LEA/LCAP Goal

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

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	our attendance at events was statistically the same
Boosters	establishment and continued involvement of a school boosters club	Did not maintain

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	Title I Parent Involvement 2591
4.2 postage and mailings to parents communicating events at Lindhurst	Title I Parent Involvement 2200

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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 occured 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: 2019-20

LEA/LCAP 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: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

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 .

Principal's Signature: *Shevaun Mathews*

SSC Chair Signature: *Milly Williamson*

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 1

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	2019 Results indicated a 24.2 point INCREASE, to be 7 points above standard. 2020 Testing suspended
CASSPP Mathematics	Increase 10 points	2019 Results indicate a 3.8 INCREASE, and 98.8 below standard. 2020 Testing suspended
Reclassification of EL students using the ELPAC assessment	Reclassify 5 students	Reclassified 18 students prior to ELPAC testing. ELPAC testing interrupted due to COVID-19
Graduation rate	Increase graduation rate by 2%, from %94 to %96	According to the dashboard 19-20, grad rate indicated an increase of 1%, from 94.5% to 95.5% June 5, 2020: 209/214 grads= 97.66%, By June 30, 2020: 211/214 grads=98.59% (if 2 students finish by 6/30/20) The rough calculations are an increase of 3.66% or 4.59% for 2020.
College/Career readiness	Increase percentage of students qualified as career/college ready by 10%	2019-20 MHS had 97 CTE Pathway completers. 2019 Dashboard shows 8.2% increase from prior year.
Advanced Placement	Increase site-level AP exam pass rate from 54% to %58.	AP Test results will not be released until July 2020. We had an increase in students signed up to take the exam. 125 tests were administered, and 81

		students took AP Exams, up significantly from previous year.
EAP	Increase EAP exam passage rates from 12% to 14% in ELA and from %57 to %58 in math.	2020 Testing suspended due to COVID-19
special education	Increase student performance on CASSPP ELA, math and CAST performance by 3%	2020 Testing suspended due to COVID-19

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 15,000.
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 40,000.
Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students	Title I 15,000. Targeted 25,000. 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 21,050. Targeted Carryover 14,360.
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 7,000.
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 21,703.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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.

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 2020 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. However, some data will be released in July of 2020 and November of 2020.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 2

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)	According to the 2018-19 Dashboard the discipline percentage is 7.4%, the 2019-20 dashboard results will be available in December of 2020. We anticipate a slight decrease in discipline percentages.
Attendance Rates	Increase overall student attendance to 97% and reduce chronic absenteeism by 2%	Attendance rates between 2018-19 & 2019-20 remain at 95.3%. No change.

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, promote a positive school culture and maintain a positive connection between students and law enforcement agencies.	Targeted 98,714.00
Supplement funding for 25% of administrator to work directly with at risk students.	Targeted 25,000.00
Fund an At Risk Consultant/counselor	Title I 40,000.00

Planned Strategy/Activity	Proposed Expenditures
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 15,989. Title I Carryover 4,000.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The 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.

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 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: 2019-20

LEA/LCAP Goal

Increase parent, family and community involvement in the education of all 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%	According to the CDE dashboard, MHS increased College/Career readiness from 2017-18 from 28.7% to 36.2% for 2018-19 for an 8.2% increase.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Postage, paper, labeling, and printing costs for supplemental parent communications, including, and parent newsletters to involve community stakeholders in improving the academic outcomes for students.	Title I Parent Involvement 719.
Purchase of applications or technology that enhance communication with families related to student progress, and career/college information and outcomes.	Title I Parent Involvement 1,072.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

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

Goal 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.	In June of 2019 9 new staff members attended the PLC Institute in MN. Staff participation in PLC PD increased by 13%.
Professional development: PBIS	Increase/maintain professional development opportunities for staff in Tier 1 and Tier 2 PBIS	Current staff attended a PBIS booster training for Tier 1 and Tier 2 hosted by PCOE in 2019.
Professional development to improve student academic performance	Increase staff participation for subject specific PD by %2.	PLC Teams two separate PLC Grading conferences in October and January. Teams were scheduled to participate in PLC mathematics at Work conference to improve teaching practices, however, the conferences were cancelled due to COVID-19. Increase by 13%.
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	Staff have participated in book studies around intervention strategies and planning for at risk student populations. Advanced placement teachers have participated in professional development. Counselors participate in college ready and advanced placement conferences to increase student participation.

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 teachers (math, ELA, AVID, EL, RtI, 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.	Title I 86,178. Targeted 11,286.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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 cancelled or modified. We will continue to explore virtual PD activities for staff as we are able.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Increase parent, student, family and community involvement in the education of all 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.	With the addition of a career/college technician and NAVIANCE, we expect a healthy increase in post secondary outcomes for students.	Look at NAVIANCE senior survey results
Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online course.		Credit opportunities were offered to students in the fall, spring and summer sessions in 2019-20 school year.

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 40,000.
Provide materials, supplies and support to EDY students in the areas of college and career	Title I 5,000.

Planned Strategy/Activity	Proposed Expenditures
exploration, readiness to increase students skills and awareness of college and career options.	
Provide online software and two to three teachers to teach credit repair classes serving at least 50 students after school during the year and during the summer.	Title I 16,743.
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 4,173.
	Title I Carryover 5,000.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity		Proposed Expenditures

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Marysville Charter Academy for the Arts
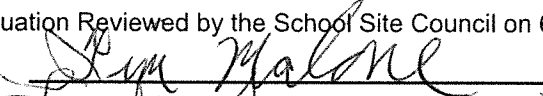
Principal: Tim Malone

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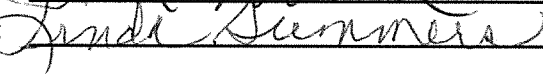
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (*20 USC* 6314[b][1][2], 6315[c][2]; *EC* 64001[f])

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: 2019-20

LEA/LCAP Goal

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

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 is lower than in other subjects. Our Hispanic subgroup's average distance from standard is -58.2. Our EL students average distance from standard is -70.6. Our overall average distance from standard is -33.9. 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. An additional math teacher would allow three support intervention classes to be added to the master schedule and reduce class size in targeted math classes. In addition, the supplemental FTE would allow one period every other day of a current teacher's position to be redirected to a PLC teacher support capacity. The PLC time would be dedicated to reviewing student data, identifying student needs, sharing with teachers, and helping to develop interventions.

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	No state test this year due to coronavirus. However, math teachers did see more improvement this year in students who had been struggling. The teachers believe this is due to the smaller math class sizes and due to the math intervention classes added this year.
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	Undetermined due to the coronavirus.
A-G Requirements	Maintain	Maintained
Graduation Rate	Maintain	Maintained
AP Exam Passage Rate in Calculus	AP passage rate of 20% or higher	Results of the AP exam are still undetermined due to the late testing allowed this year.
EAP passage rate in math	Increase the math passage rate to 43%	No test this year due to the coronavirus

Attendance rate	Maintain	Maintained until Coronavirus situation occurred
State assessments in math (EL students)	Closer to standard	No data from state testing this year
Common Formative Chapter Assessments in all math subjects.	Improve overall, EL, and Hispanic subgroups by 3% over 2018/19 scores.	We had a gain for all three groups: Overall 2%, EL 3%, Hispanic 5%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Hire an additional math teacher in order to reduce class size in some math classes and to add 3 support classes to the master schedule. This will also allow us to have one math teacher work as our site PLC coordinator, help with student academic data, share it with teachers, and provide support to other math teachers. He will oversee math interventions for struggling students. He will have one period every other day to determine intervention strategies and identify student needs.	Title I 94,314 Title I Carryover 20,150
	Title I Carryover

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

With the additional Title I funds, we were able to hire an additional full time math teacher. This reduced class size in nearly all math classes. Also, due to the additional teacher, we were able to offer more specific 9th block intervention help for students. Another result of having an additional math teacher was that we were able to offer several more Math Support classes. In the past 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. Math common formative assessments showed an overall gain of 2%, a gain of 3% for EL students, and a gain of 5% for Hispanic students.

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: 2019-20

LEA/LCAP Goal

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

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of parents fingerprinted	Increase by at least 3 fingerprinted parents	The number of fingerprinted parents increased by 5 this year. Some of this was due to parent involvement in the Disney trip, even though the trip was cancelled due to the coronavirus.
Printing and mailing of parent newsletter	Maintain	Maintained

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Increase parent participation and involvemnent in the school by offering free fingerprinting for the first 10 parents.	Title I Parent Involvement 760
Print and mail the parent newsletter with academic information, ways to be involved, and important dates and events.	Title I Parent Involvement 417

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This year we were able to increase parent involvement in the school as measured by the number of parents that were fingerprinted. The number of parents fingerprinted this year increased by 5 over 2018/19. Advertising for the Disneyland trip through the parent newsletter and other communication methods, encouraged parents to get fingerprinted so they could chaperone.

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 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 to this goal.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

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

Goal 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 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,Language growth of all students will increase by 2% annually. In math, growth will increase by 3% or more annually. For 2019-20, English Language Learners at MCAA 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 levelfor only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learners receiving designated ELD	100%	100%
Textbook availability	100%	100%
Adequate facilities	100%	100%
Correctly assigned teachers (subject areas and EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 7-8 and 11	All students increase - Green	No CAASPP this year
Overall CAASPP (math) Grades 7-8 and 11	All students increase - Green	No CASASPP this year
Overall English Learner progress	75% making progress	No new data available due to corona virus.
Reclassification	25% (3) reclassified	No students reclassified due to the coronavirus and no CAASPP testing.
Chronic Absenteeism	All students maintain or improve - (Blue)	Data unavailable
Suspension Rate	All students improve - Green or Blue	Data not available yet

Strategies/Activities for Goal 3

	Planned Strategy/Activity		Proposed Expenditures

Effective classroom instruction: provide designated   1,800
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: 2019-20

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

ANALYSIS

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

Our EL students did improve their common formative assessment scores in math. This was due to all the actions done in goal 1. No EL students were reclassified this year (19/20) due to the cancellation of the CAASPP. We were also unable to administer the 2019/20 ELPAC due to the coronavirus. The purchase of the iLIT program did not occur in the 19/20 school year. We do plan to purchase and implement this program for the 20/21 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.

We did not implement the iLIT program in the 19/20 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.

We plan to purchase the iLIT program for the 20/21 school year.

SCHOOL PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: South Lindhurst Continuation High School

Principal: David Jones
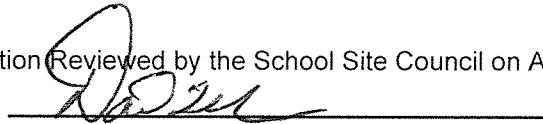
School Site Council Certification

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])

South Lindhurst's WASC Action Plan - 2019-20 Data Metric Update serves as the site's comprehensive SPSA Evaluation.

Annual Program Evaluation Reviewed by the School Site Council on August 27, 2020.

Principal's Signature: _____

2019-20 Data Metrics Update:

Enrollment Data Metrics:

Enrollment Data:

- English Learners   22.4%
- Socioeconomic Disadvantaged   88.8%
- Hispanic   58.9%
- White   26.2%
- Homeless   2%
- Foster Youth   1%

Conclusions based on this data:

The data indicates that our population has slightly changed and remains highly diverse. The need for additional support services and intervention for students and families remains high and has truly become the focal point of our budget, professional development, and overall program development. This year we added a Family Liaison position to increase positive school culture and connect school to home. Our school Site Council also approved another position of Secondary Student Support Specialist to provide consistent intervention opportunities for all E.L. Learners and our most severe At Risk population. This bilingual position has also helped bridge the gap between school and home for our Spanish speaking families which accounts for approximately 60% of our population.

Our homeless population has increased within our community and our percentage of socioeconomic disadvantage students has also increased. To help students and families in need of personal hygiene our school was able to secure a new washer and dryer unit and had it installed on campus. Our students and families are able to wash their clothes without judgement and attend school comfortably. In an effort to support our Foster Youth our Guidance Counselor has coordinated with the Yuba County Foster Youth Liaison to provide on-site workshops and support to our Foster Youth students.

This school year has been a very difficult one for our staff, students and families. During this school year we have experienced an increase in homelessness and have navigated through several school shutdowns due to PG&E shutdowns and fire risk, and the COVID-19 Pandemic.   It has resulted in approximately 4 . months of lost direct instruction for our students within a 10-month academic calendar. This is devastating to say the least.

2019 Dashboard Academic Performance

ELA & MATH: Due to the COVID-19 Pandemic we were unable to participate in CAASPP testing. There's no comparison data to analyze as a result. This school year we were extremely senior heavy and had far less 11th graders who would have participated with the accountability testing. Our staff will continue to refine our instructional focus based on the needs of our students. Through PLC Zoom meetings during March – June our team has created 3 distance learning models; Hybrid, Full Online Distance Learning, and Independent Studies for students who do not have internet. Throughout this summer our staff will work diligently to learn from the past three months to create a quality distance learning platform that will meet the needs of the whole student. Connected to this WASC Annual Action Plan & SPSA Evaluation Update will be our South Lindhurst High School Reopening Plan for the 2020-21 academic year.

College/Career Indicator: In 2019 we implemented the Administrative Justice pathway at South Lindhurst High School. The pathway is taught by college instructors on our campus and students are able to receive high school and college credit. As a result, we were able to increase our percentage of PREPARED students from 0% in 2018 to 4% in 2019. The data tables below provide a visual representation of that growth in our Hispanic and Socioeconomically disadvantaged students. In 2020, we will be adding a Horticulture Pathway with our Ag Science teacher. This will add an additional opportunity for our students to complete a pathway. In normal circumstances we would also take advantage of concurrent enrollment with the comprehensive high school (Lindhurst High School) to finish pathways they already began before transferring to us for credit repair. Unfortunately, we will not be able to do this in 2020-21 due to the COVID-19 Pandemic and extreme guidelines/expectations set upon us. We will begin the school year in a hybrid model that is focused on the basic coursework on site and online distance learning for the day's students are off site.

Hispanic

Orange
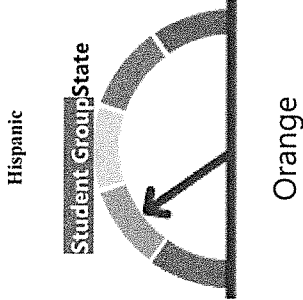
2.4% prepared
Increased 2.4%

Number of Students: 42

Socioeconomically Disadvantaged

Orange
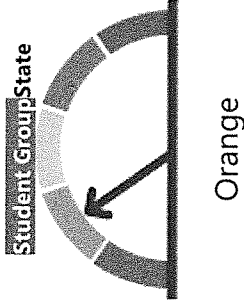
2.9% prepared
Increased 2.9%

Number of Students: 69

2

South Lindhurst High School – Action Plan

100%

75%

50%

25%

0%

13.9%

86.1%

Class of 2017

13.9%

86.1%

Class of 2018

4%
8%

88%

Class of 2019
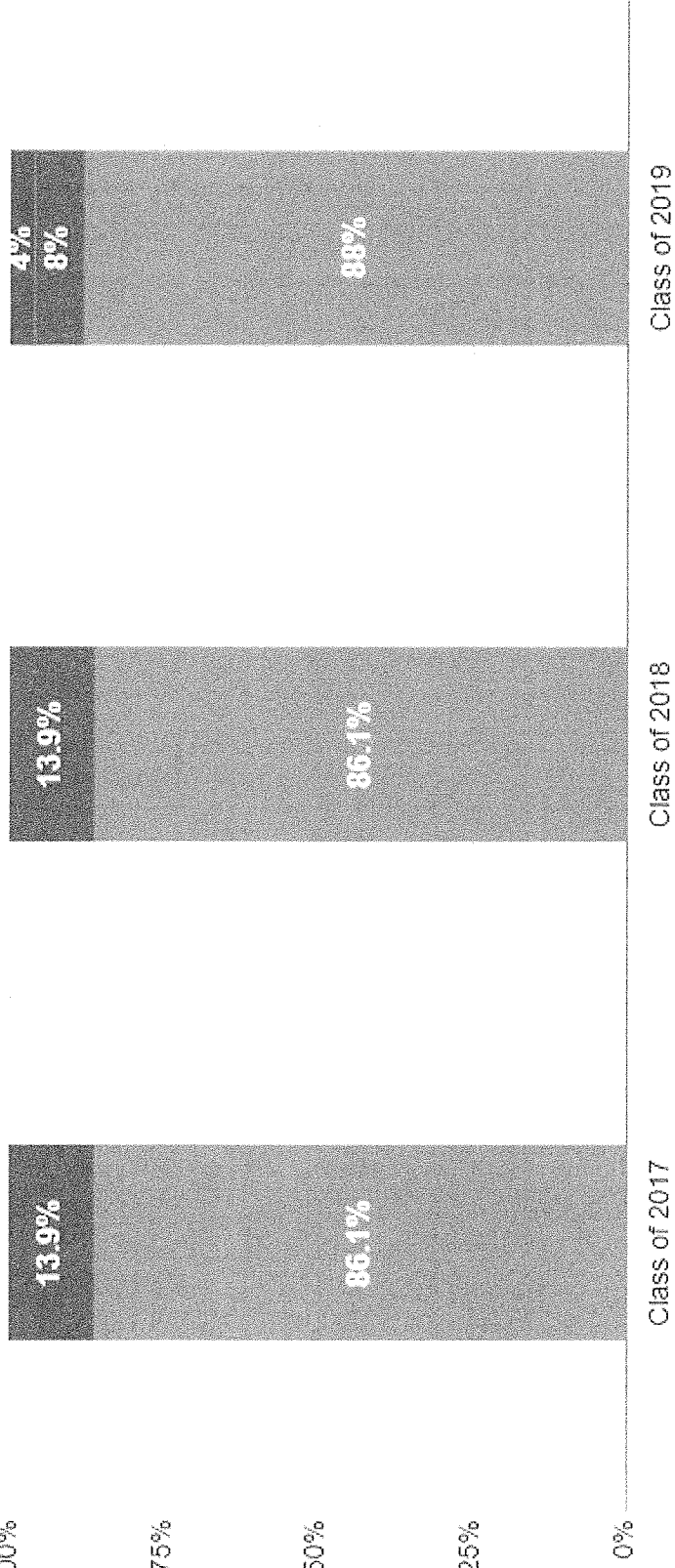
● Not Prepared   ● Approaching Prepared   ● Prepared

Graduation Data:

2017: 73.4% graduated

2018: 79.2% graduated

2019: 82.7% graduated

All Students

All Students State

Green

82.7% graduated
Increased 3.5%

3

South Lindhurst High School – Action Plan
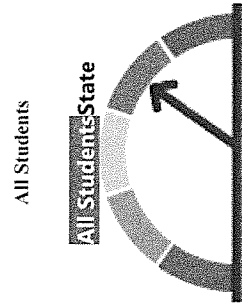
Number of Students: 75

African American
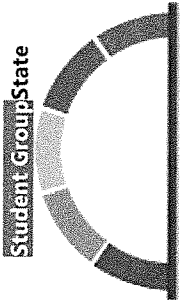
Student Group State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

American Indian
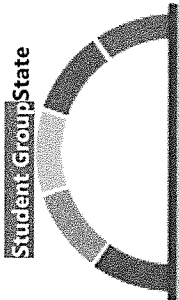
Student Group State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

Student Group State

4

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners

Student Group | **State**
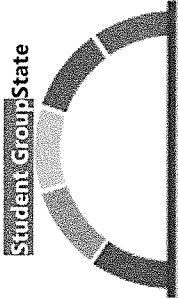
No Performance Color

80% graduated
Increased 8.6%

Number of Students: 20

Filipino
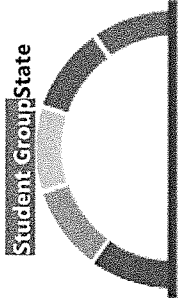
Student Group | **State**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless
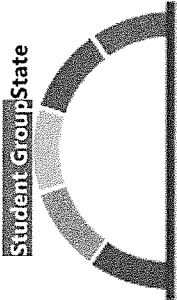
5

Student Group State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races
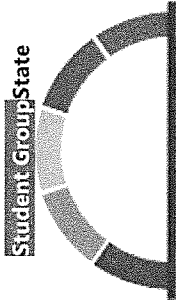
Student Group State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities
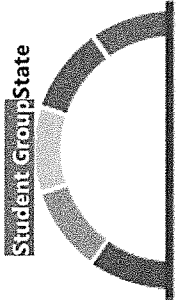
Student Group State

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White

Student Group **State**
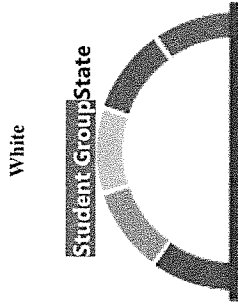
No Performance Color

90.9% graduated

Increased 5.7%

Number of Students: 22

Conclusions based on this data:

Graduation numbers increased by 3.5% overall and increased in every significant category that met the minimum number of students for accountability. The number of graduates was at an all-time high in 2019 with 75 total graduates. In 2020, the number of graduates will decrease as a result of COVID-19. The final data results will not be none until after the summer when several students will have completed online credit to complete their credits. Our program has become more strategic and focused during PLC meetings and intervention to support our potential graduates. As a staff we will continue to improve this area and adapt to the new protocols established to provide a quality education during this Pandemic. Unfortunately, distance learning negatively impacts At Risk Students in a major way.
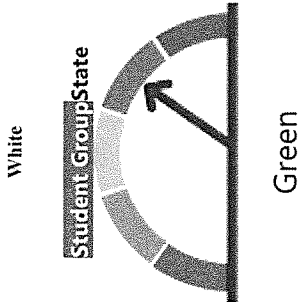
Suspension Rate:

All Students

All Students **State**

Yellow

7
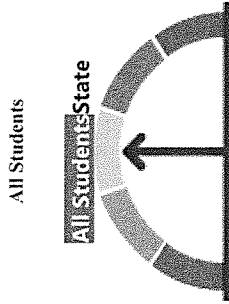
6.5% suspended at least once

Declined 3.5%

Number of Students: 184

14.5%

2017

10.1%

2018

6.5%

2019

Student Group **State**

Socioeconomically Disadvantaged

Green
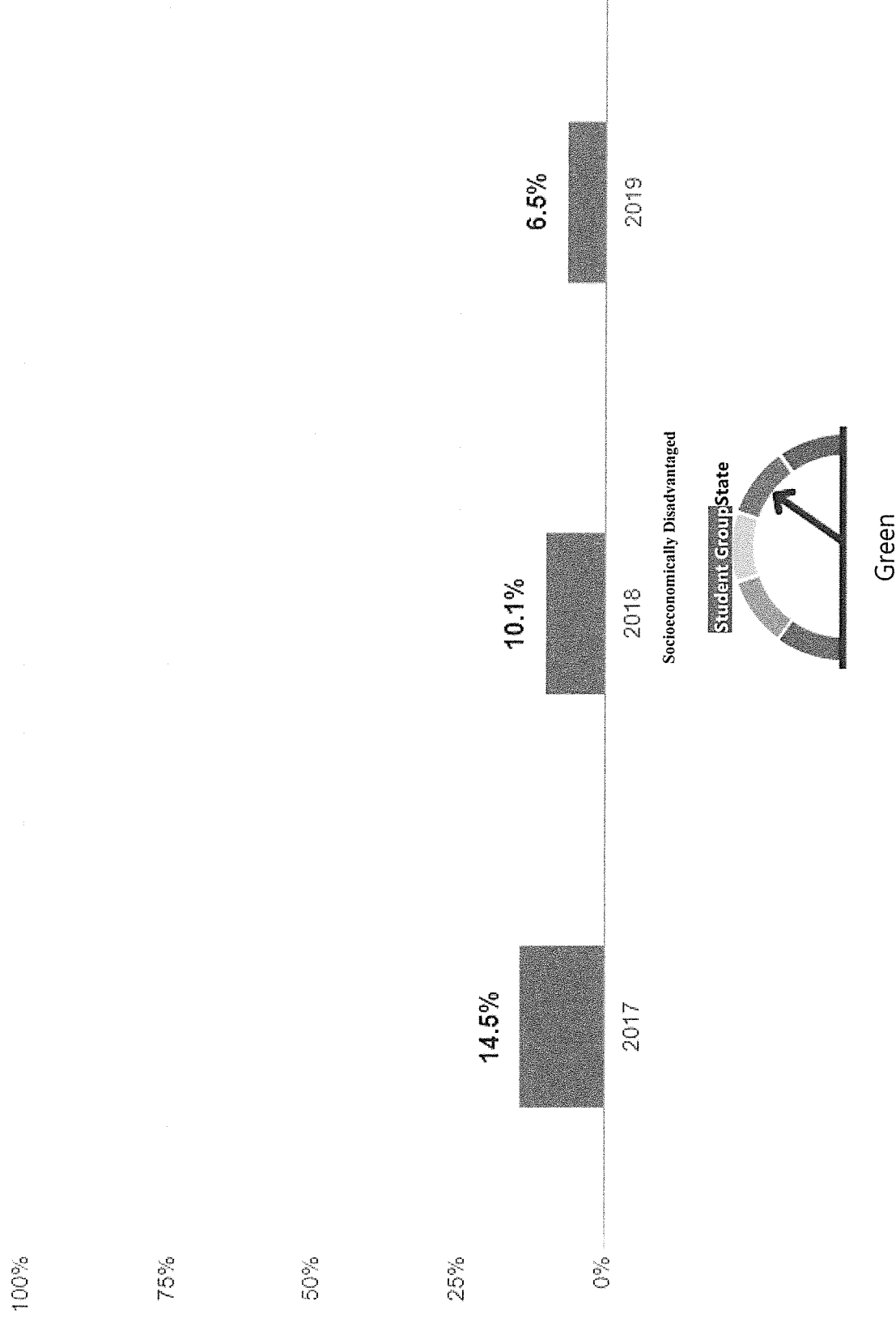
6% suspended at least once
Declined 4.1%

Number of Students: 167

White

Student Group State

Green

3.9% suspended at least once
Declined 12.7%

English Learners

Student Group State

Orange
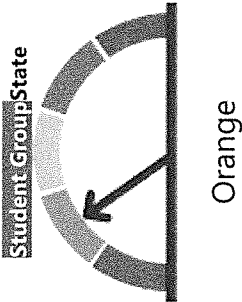
4.5% suspended at least once
Increased 2.1%

Number of Students: 44

Hispanic

Student Group State

Orange
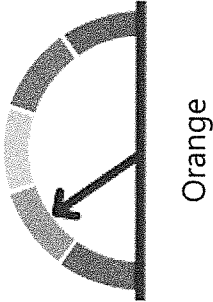
5.6% suspended at least once

Increased 0.3%

Number of Students: 107

Number of Students: 51

Conclusions based on this data:

The discipline and suspension data are trending in right direction. Our number of students suspended at least once has continued to decline each of the past 3 years and declined dramatically in 2019-20 at 6.5%. The number was at 14.5% two years ago. The decline in suspension is a direct result of our positive school culture, relationships, and built in "other means of correction" to avoid suspension. We are extremely flexible in our discipline approach aimed at educating the student to understand the behavior and make a positive choice in the future while keeping them in school. The graduation data and suspension rate confirm that our focus and actions are working with our At Risk Population.

2018-19 Data Metrics Update:

Enrollment Data: (Results are from 2017-18)

- English Learners   23.3%
- Socioeconomically Disadvantaged   85%
- Hispanic   51.7%
- White   34.2%

Conclusions based on this data:

This data is based on CBEDS reporting during the month of October. Our student population changes each quarter with students referred into the program and students referred out at semesters. The percentages of students remain consistent throughout the school year but the students we serve change. Our school serves At Risk students. Continued refinement of interventions, instruction, and programs will be a focal point. Continued professional development and implementation will be key.

2018 Dashboard Academic Performance

10

ELA: (Results are from 2017-18 testing)

- Less than 11 _E.L._ students took the test and there for no performance color was provided.
- 0 students _reclassified_ out of E.L. status in 2017-18, but that improved in 2018-19 with 5 E.L. Reclassifications
- _English Only_ students increased by 113 points but is still 14.9 points below standard.
- _Socioeconomically disadvantaged_ students increased 94.5 points but is still 47.3 points below standard.
- _All Students_ increased 95.9 points but is still 44.2 points below standard

Conclusions based on this data:

ELA scores increased last year, but are still below standard. Continued focus on P.D. will be made for next year. Infusion of strategies and activities that mirror the rigor and expectations of the CAASPP test will need to take place. Strategic and thorough lesson planning will be a focal point next school year.

Math: (Results are from 2017-18 testing)

- Less than 11 _E.L._ students took the test and there for no performance color was provided.
- 0 students _reclassified_ out of E.L. status in 2017-18, but that improved in 2018-19 with 5 E.L. Reclassifications
- English Only students maintained with a 1.8 points increase but is still 155.9 points below standard
- Socioeconomically disadvantaged students declined 14.2 points and are now 180.5 points below standard
- All Students declined 4 points and are now 175.1 points below standard

Conclusions based on this data:

Math scores are well below standard and decreased last year. Improvement in P.D. will be a focus to improve tier 1 instruction. Breaking down the CAASPP test expectations and modeling lesson activities to match the rigor and skills needed to improve student scores. Strategic and thorough lesson planning will be a focal point next school year.

English Learner Progress:

- 95.3% of all English Learners are functioning in level 3 or 4 (moderately developed & well developed).

Conclusions based on this data:

More focus on E.L. strategies across the content areas will help capture and move level 3 student to level 4. Professional Development for E.L. strategies and intervention will help capture level 2 & 3 students.

College/Career Indicator:

- Level 2 "RED" (Lowest Performance) based on the following:
- English Learners 0% prepared
- Socioeconomic Disadvantaged 0% prepared
- All Students Maintained -1.3% and 0% prepared

Conclusions based on this data:

The data indicates that 0% of students are not prepared for a college/career pathway. As a result it has been determined that SLHS currently has 0 official pathways established for students to complete. In addition, SLHS has not had a college code approved since it was established in 1993. As a result, in the Spring of 2019 SLHS established career pathways that align with comprehensive high schools and school site resources such as PLATO. Career pathways should be ready for the 2019-20 school year to begin "completers". Also, a college code has been approved by the college board for SLHS that will allow classes to count

for A-G requirements. In addition, the 2019-20 school year will include a dual enrollment course with Yuba College for Administrative Justice. This will open up a career pathway for students.

Graduation Rate: 2017: 73.4% graduated   2018: 79.2% graduated

- English Learners declined 5% equating to 71.4%
- Socioeconomic Disadvantaged increased 3.5% equating to 75.8% (GREEN level 1 on the dashboard = high performance)
- Hispanic students declined 4.5% equating to 78.8% (ORANGE level 1 on the dashboard = Low performance)
- White students increased 21.5% equating to 85.2%
- All students increased 5.7% equating to 79.2% (GREEN level 1 on the dashboard = high performance)

Conclusions based on this data:

Graduation numbers and percentages within the dashboard are not completely representative of our actual impact and numbers. It does not include the number of 5th year seniors that we take back on academic/attendance contracts and graduate. It also does not account for the transient population that we serve and the number of new students we gain and lose at quarters.

Graduation percentages and numbers have increased. Individual academic plans, guidance and intervention have been effective tools to achieve graduation.

Suspension Rate: 2017: 14.5% suspended at least once   2018: 10.1% suspended at least once

- English Learners declined 2.3% equating to 2.4% suspended at least once in that academic year (GREEN level 2 on the dashboard = average)
- Socioeconomic Disadvantaged declined 2.8% equating to 10.1% suspended at least once (YELLOW level 1 on the dashboard = average)
- All students declined 4.4% equating to 10.1% suspended at least once (YELLOW level 1 on the dashboard = average)

Conclusions based on this data:

Suspension percentages and rates have decreased each school year for the past 5 years. The highest suspended population is white. The strength of this school is it's positive culture and sense of family. This is one of the largest reasons for the decrease in suspensions. Other factors that lead to positive school climate include positive recognition, clear expectations (PBIS) and alternative interventions as a means to correct behavior to avoid suspension.

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.

2019 – 20 Progress Update:

Professional Development: WASC Goal 1-1, SPSA Goal 1-1

Progress: This year we focused on removing barriers within our teaching and in student learning. Together we participated in whole staff Universal Design for Learning (U.D.L.) trainings. The trainings were very helpful in our planning design of lessons and intervention but it fell short due to our trainer taking another position in another county. As a result, we only received 2 of our 5 scheduled trainings. This event led our site to purchasing a resource platform called

Goalbook Toolkit that provided libraries of lessons and strategies to remove barriers for the whole student. Teachers participated in professional development workshops offered by the school district and off campus institutions at the beginning, middle and end of the school year.

- Career Tech Ed professional development
- iLit English Program training for E.L. resource program
- PLC training & Unit Planning workshops
- Safety Trainings for Catapult, Lockdown, evacuation
- Counselor: Counselor Symposium
- Counselor: Solution Based Therapy
- Distance Learning Workshops
- Webinar for Online Education
- NGPF online courses for teaching finance within Business and Consumer Math courses
- ELD Learners with Disabilities Training
- BeGLAD training
- SPED P.D.
- ELPAC training
- ELAC & DELAC training
- FIA Workshop at Yuba County Office of Education

Unfortunately, our annual CCEA Continuation Conference was canceled due to the COVID-19 Pandemic.

PLC Meetings each Wednesday continue to be an avenue for growth. Through collaboration and scheduled P.D. during this allotted time staff are able to gain further knowledge, gain resources, and share ideas. The positive gains we receive are a direct result of the focused work within each PLC Meeting. PLC Meeting agendas, teacher google classrooms and the Staff Teamdrive are excellent data points to view the work that is being done. During school closure our staff continued to meet on Zoom weekly to discuss students, Distance Learning platforms/instruction, grades, attendance/engagement, graduation, key updates, and in-house training and support.

Next Steps: Next school year we will focus on trainings that help us better serve our students from a distance. Funds will be limited next year due to keeping key personnel positions and diminished site allocations. It is recommended that all conferences be eliminated next school year. It is also recommended that the site invest in Edmentum PLATO online Webinar trainings for the 2020-2021 school year in an effort to better serve our students from a distance. Core course work and extension credit opportunities will be offered under each teacher's credentials. Each course within PLATO is standards based and aligned with CTE, STEM, Common Core frameworks. Built in PLC meetings will continue next year even if we are in Distance Learning.

Intervention & Extension: WASC Goal 1-2, SPSA Goal 1-2

Progress: We utilized approximately $32,809 to fund a 6 hour Bilingual Secondary Student Support Position. This position has made a huge impact on our student population and E.L. families. Mrs. Jannet has laid the foundation of communication with our E.L. families. They now feel comfortable to ask questions and take a more active role in their child's education. There is still room to grow in this area but it is encouraging to see the impact. During the distance learning and COVID-19 pandemic Mrs. Jannet really stepped up and became an active participant in doing weekly zoom meetings for support, made weekly

contact with E.L. parents and was an active member on our graduation team. She is a team player who is knowledgeable and a hard worker. Throughout the school year Mrs. Jannet handled all ELAC meetings, DELAC meetings, and ELPAC testing and student preparation. We were the only school in the district to complete 100% of our students ELPAC testing prior to March. This year she ran study groups to prepare students for success on the test. We are eagerly awaiting the results so we can reclassify our students. Due to the pandemic all ELPAC data is delayed. During staff PLC's Mrs. Jannet was an active participant. She brought questions and ideas to the table each week. Student intervention evolved throughout the school year based on our student need. The following are examples of intervention provided:

- 1 on 1 for more intense intervention
- Small group of 3-5 students for reteach or support to struggling learners
- 1 on 1 pull out support for all E.L Learners
- College course study hall support
- Push in support within each classroom

Teachers were more consistent with their FLEX day intervention than the previous year. It became more routine for the majority of staff to identify the struggling students and integrate the intervention within their class periods. It is still happening in pockets and needs to be systemic throughout every classroom before we can truly say it is happening throughout our school. Staff TeamDrive is an excellent indicator of whether it is happening or only happening sometimes. Mr. Jones (Principal) refers to the data housed in teamdrive along with Teacher Stull Bill goals set by the Teacher each year to discuss an improvement plan to accomplish this systemic goal.

Next Steps: It is crucial that the Secondary Student Support position be retained in 2020 - 21. The data supports the need for this person and position. Our Hispanic population and Socioeconomic population have increased. The distance learning component has increased the need for more support and intervention for students as well.

Instruction: Instructional Technology & Materials and Supplies: WASC Goal 1-3, SPSA Goal 1-3

Progress: Expenditures in this category were limited this school year. Goalbook Toolkit was a resource platform aimed at eliminating barriers for the whole child with a heightened focus on engaging EL learners, SPED, and At Risk Youth. This platform complimented our UDL staff trainings and staff were encouraged to use the libraries within the Goalbook Toolkit platform for their planning and implementation. Time within PLC Wednesday's was built into the school year. Unfortunately, the use of this platform declined throughout the school year in general. This platform will be eliminated next year due to site allocations being reduced.

Considerable growth occurred in teacher lesson planning that utilized the 6 elements of daily lesson design.

  o Daily Learning Target
  o Guided Practice & Modeling
  o Differentiate & Chunk Instruction
  o Catch & Release
  o No OPT OUT & All students have a voice
  o Debrief at the end of class

This was observed during classroom walk-thru's, observations, evaluations and planning within PLC meetings. This will continue to be an ongoing focus into next school year as we plan to reopen school in a hybrid model that blends students onto campus for direct instruction for 2 days and distance learning for the other 3 days. It will be crucial that we build relationships, plan effective and efficient lessons and implement them with consistency.

Our lesson planning incorporated 21st Century Skills of collaboration, communication, and critical thinking for the second year in a row. The focus was to design lesson activities that required students to do all three of these skills. This became more difficult as we entered distance learning. However, through google classroom, Google Screencastify, and Zoom teachers were able to integrate elements of each skill within their daily lesson activities.

The consistency of small weekly formative assessments improved last year as shown within data files on our shared Team Drive platform. Currently, we are at 50% of our staff doing it weekly all year. Approximately 35% are doing it weekly but not weekly all year. Unfortunately, 15% are making minimal progress. Individual coaching from the Principal is being provided, built-in time within PLC meetings for guidance and accountability is happening with minimal success. Small formative assessments will continue to be the expectation next school year within our distance learning and hybrid models. It may look different but it will still occur. More attention and support will be put on those who are not consistently following through.

Consistent FLEX intervention is occurring at the same percentage ration listed above. Teachers who are providing assessments and analyzing the data are able to provide effective and documented intervention to students. More attention will be put on this area next school year as we aim at 100% staff being consistent with formative assessments and intervention that is data driven.

A "Next Step Goal" identified for this school year was to look at CAASPP assessment for Math & ELA and match skills required by the test to what we are having students practice within class daily. We found that our assessment data and student population for this current year did not align. We had an extremely low number of juniors who took the CAASPP test in 2019 and extremely high number of seniors enrolled for the 2019-20 school year. Our student population was consistently 70% or higher with Seniors during the entire school year and extremely credit deficient. Approximately 13% of those seniors were 5th year seniors. The need and focus for this group was different than in prior years. Therefore we had to adjust our focus to meet the needs of our students. The intense focus became, "How do we motivate and engage? How do we provide ongoing intervention and support to our struggling learners?"

Next steps: It is not recommended to fund Goalbook Toolkit as an expenditure. Final allocation numbers will determine future expenditures within this category. For the most part SLHS technology and materials and supplies are in good standing. Teacher laptops are getting older and will need to be replaced at some point in the near future. This may be looked at as a phased in replacement over the next 3 years. Teacher laptops are an important function of Distance Learning.

Continued focus and growth will be put on:
- Instructional planning: 6 elements of lesson design
- Small Formative Assessments
- Consistent FLEX Intervention

- Video recorded lessons for distance learning
- Meeting the needs of the whole child through a hybrid learning platform, full online distance learning platform, and independent studies paper/pencil platform with 1 on 1 weekly meetings for support and communication.

Communication & Lesson Delivery: WASC Goal 1-4, SPSA Goal 1-4

Progress: Budget commitment: Approximately $1600 was allocated within this sub goal for our only copier on campus. The copier is housed within the main office and serves as a multi-purpose tool for instruction, communication, and academic/assessment data. SPSA Goal 1-2 and 2-2 allocated a total amount of $61,544 to improve school culture, intervention, and communication. The position of Secondary Student Support Specialist provided personal family contact and meetings with students and families. This form of communication was consistent (daily or weekly) focused on support and intervention. The largest relationship gains came from our E.L. Spanish speaking families and students. Mrs. Jannet established a welcoming and caring environment that is truly beginning to bridge the gap between school and home. The Family Liaison position was a more global form of communication that incorporated our school website, facebook account, Instagram, monthly newsletters, school newscast to students and staff, and our school yearbook. The communication between school and home grew dramatically this school year as a result. Our staff utilized Aeries Communication consistently throughout the school year. This was an effective tool because it created a running documentation of contacts, and provided information within a families primary language. Unfortunately we did not have the opportunity to receive valuable feedback from students and staff through end of the year survey data because of the COVID-19 Pandemic and school closures. I believe there was enough observational data to gauge the level of impact and effectiveness throughout the school year. The following forms of communication also occurred throughout the school year:

- Aeries Communication by all staff
- Aeries Gradebooks for student and parent view
- Course syllabus for all subject area teachers
- Remind App (text messaging) to inform students and parents of events and opportunities.
- School Messenger to inform students and parents through phone calls and emails.
- Google Counseling Classrooms for 11th & 12th graders. Each classroom is updated frequently with important workshops, events, opportunities, scholarships, and deadlines that apply to their grade level. Student surveys are also uploaded into their Google classroom platform. Counselor and EL google classrooms during school closure.
- Teacher Google classrooms for every subject area
- Google Team Drive for staff. This platform allows staff to update and house important documents that can viewable by each team member. It also provides for an electronic documentation center for all of our data, unit plans, intervention, etc.
- Monthly Newsletters for students, parents and district staff to stay current with news about the school. Copies are provided to students, staff, and district office.
- Daily announcements about daily and weekly opportunities and events.
- TV screen in the office communicates past events, pictures, information and upcoming events for all office guests to view.

- School website communicates information about our school, contact information, uniform complaint procedures, parental involvement policy, survey links for feedback about our program, and anonymous hotline for confidential reporting. Facebook and Instagram met the social media needs of our tech population.
- Student, Parent, and staff surveys are provided to ensure quality control and that all stakeholders have a voice (Fall semester).
- Needs Assessment is provided to students each semester so we can better understand student needs and tailor or supports and services to meet our current population of students.
- Progress reports sent home every 6 weeks and updated transcripts.
- Mandatory Senior parent meeting to discuss expectations, deadlines, opportunities, financial aid workshops, and senior graduation requirements. Meeting is held before the first day of school before students receive their Fall schedule.
- Financial Aid workshop for parents and students. This workshop increased from 11 to 34 student families completed.
- Site Council & ELAC Parent meetings meet quarterly at 3pm after school to discuss school budget, school atmosphere/culture/events, and seek stakeholder input.
- Lunch with the Principal quarterly to discuss SLHS and what students want. This is open to any student on campus.

Next steps: Online Distance Learning and implementation of the hybrid model simultaneously makes the expenditure for the school copier, printer, scanner in the future vital. It is highly recommended that this expenditure be built within the plan next school year. Unfortunately, budget wise we will be reduced in financial allocation for the 2020 – 2021 academic year and cuts will need to happen. The Bilingual Secondary Student Support is crucial to our students, families and school site. It is recommended that this position continue next school year at all costs. The positive impact is immense and the need for intervention and support will be at an all-time high next school year with the proposed hybrid and distance learning models. It is not recommended that the Family Liaison position be funded in 2020 – 2021 due to the lack of funding. The position provided many positives but it does not fulfill an essential need for our school at this time. We will continue to use all methods of communication that we have utilized this school year and expand our use of the Remind App. Staff will have to take on further responsibilities to keep communication at a high level.

Extension & Intervention: WASC Goal 1-2, SPSA Goal 1-5

Progress: SPSA goal 1-5: The Edmentum PLATO program and Ms. Sullivan were utilized in a Winter Session credit repair option for approximately 15 students. It was very successful this school year. Ms. Sullivan utilized contracts and daily guidance to keep students on track for completion. Students were targeted based on small remaining credits to graduate and unfinished PLATO courses from the 2nd quarter. It is recommended that this be looked at again for next school year if funding allows. If the budget is too tight it would be eliminated. It is expected that distance learning will be utilized heavily next school year.

As stated above, positive growth has occurred in the areas of extension and intervention this school year. As a staff we have not reached the level of consistency we are aiming for. The percentages were discussed above that indicated that we currently have 50% of staff consistently providing intervention and extension through FLEX time (weekly). 35% percent engage in intervention and extension but not on a weekly basis. 15% percent have made very little growth in the area of intervention and extension. This goal will continue until we reach 100% consistency.

The addition of a bilingual Secondary Student Specialist position has provided everything we had hoped it would. The documentation within Teamdrive, improvement in student grades and credit earning, the engagement of EL families, and achievement of 100% completion of all ELPAC testing by March tells the story. Intervention was provided through a push in, pull out, and pop in model. Mrs. Jannet pushed into classrooms to provide support, pulled students out for strategic intervention as outlined during our weekly PLC meeting with staff, and flexible pop ins that allowed students to seek support as they needed it. The flexibly model truly benefitted all students.

Our Guidance Counselor set a goal to have individual academic plans for all students. Unfortunately, this did not occur for all students at no fault to her. This year was littered with change that pulled her focus away from academic plans for Juniors and primarily on Seniors. Below you see the changes that pulled her attention and focus:

- Increased Senior population
- District clean-up of course codes and required school counselor meetings to implement changes mid year
- District clean-up of graduation requirement that involved changes to (Vocational credit, Fine Arts, Foreign Language, Health, and CTE)
- Increased percentage of students needing social/emotional supports
- PG&E power shutoffs and students falling behind
- COVID-19 Pandemic, school closure, distance services
- Graduation (Virtual & Drive-Thru Diploma pickup and crossing of stage)

Juniors were scheduled appropriately based on transcript need. Seniors received a comprehensive plan that outlined each quarters classes, credits projected, extension credit opportunities to achieve credit goals and post-secondary interest and goals. The individual academic plans are an outstanding resource for the student and our staff as it provides clarity to a very complicated plan aimed at graduating, transferring back to a comprehensive high school to graduate, and ultimately pursue post-secondary careers. Next year, the goal will be to have an individual academic plan for all students.

Next Steps: SPSA goal 1-5: Fund only if budget will allow.

- Individual Academic Plans for all students
- Continue funding Bilingual Secondary Student Support Position
- All staff consistently providing weekly intervention and extension to students grounded in data (TEAM DRIVE)

2018-19 Progress Update:

- ## Professional Development:

Progress: 6 contracted days with Maria Nielsen from Solution Tree. Focus was put on Unit Plan design using backwards mapping, creating formative and summative assessments, analyzing data results, and providing FLEX intervention. All work was housed electronically within Google Team Drive. One Math teacher has housed their data within a binder that was kept in his classroom and brought to PLC meetings. Our staff have made large growth in these areas but at varying levels of fidelity. Our Math department is further along than other departments in each area. The online program

(PLATO) analysis weekly progress data to identify struggling learners for intervention the following week. This data is housed in Google Team Drive as well. Continued refinement of this work will continue into 2019-20. Continued growth will be focused on the 4 guiding questions of the PLC process:

*What do we want students to learn?

*How will we know that they have learned it?

*How will we respond when learning has not occurred?

*How will we respond when learning has already occurred?

Staff attended individual professional development training opportunities for their subject area aimed at improving their professional craft and increase their impact with students. Staff were asked to share with the team what they had learned at the trainings during our PLC meetings. Professional Development attended:

- Vaping
- 6 sessions of PLC trainings w/ Maria Nielsen (Solution Tree)
- Built in PLC time from 12-3pm each Wednesday (Total of: 35 sessions for the year)
- IEP Legalities
- Literacy & History/Social Science
- Counseling about Assembly Bills affecting education
- Counselor CSAFAA Conference focused on Cal Grant & F.A.
- Math Curriculum Training
- GLAD instructional strategies
- Next Generation Science District trainings
- Active Shooter Training

- **Next Steps:**

Built in PLC Wednesday's will continue next year as it has been extremely beneficial to staff growth and positively impacting student learning and support. We will continue the refinement of Unit Planning, Creating formative/summative assessments, data analysis, and FLEX Intervention without Maria Nielsen next school year. It was determined that our staff now has the capacity and knowledge to do this work on their own and as a team. Survey results from staff, students and parents indicate the need for P.D. in the following areas next year:

- Strategies within the classroom and school program for E.L. learners, SPED, and engagement
- Attend the CCEA conference for continuation high schools next year.

Intervention & Extension:

- **Progress:** The addition of the Secondary Student Support Specialist position provided multiple layers of intervention that we did not have in past years. Survey results from students, parents, and staff ranked this as one of the greatest impacts on student achievement and intervention. This position provide 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

One of our SMART goals this year was FLEX Intervention. The built-in FLEX Day intervention by teachers the day after students complete a formative assessment is also impactful. Students commented on surveys that it helps when teachers check in with them, provide 1 on 1 support, and they are given additional time to process after the content is explained. The FLEX Day intervention provides all of these requests/needs. Assessment results are analyzed by teachers, students are identified as struggling in each class periods assessments, learning targets are identified, and intervention is provided the next school day to those specific students within each class period. Students who mastered the concept are provided an extension assignment while the others are provided support and further explanation. FLEX Day intervention was happening in pockets this school year, but will need more consistency across all content areas next year. Math was very consistent with FLEX intervention, followed by History, Science, and then English (in that order). It is important to note that academic & career intervention/guidance by the school counselor was rated high by the students 87.4% Exceptional/Good. This year Ms. Perez (Guidance Counselor) has created and updated individual academic plans for each student that plans out coursework, tracks credits, and identifies transition plans. Academic plans along with student google classrooms for counseling have been extremely beneficial for staff and students. This will be an ongoing area of focus and refinement next school year.

Next Steps:

- Secondary Student Support Specialist will be funded for 2019-20
- FLEX Day built-in intervention after formative assessments will be more consistent the day after an assessment. Data analysis and refinement of quality assessments will have to improve next year.
- Individual Academic Plans will continue to be refined.

Instruction:

Instruction:

- **Progress:** This year our SMART goals were focused on intervention and instruction. Instructionally, we established the goal of incorporating the 21st Century Skills of collaboration, communication, and critical thinking within daily lessons. The observations and data support the fact that this is happening throughout all content areas. Staff surveys showed:
  - 66.7% said "yes" when asked if they focused on collaboration with students daily
  - 80% said "yes" when asked if they focused on critical thinking with students daily
  - 66.7% said "yes" when asked if they focused on communication with students daily

Student survey results supported the staff data. In addition to our SMART goal of incorporating 21st Century opportunities, our staff began to focus more on their planning this year. Staff focused on long-term planning for the school year and daily lesson planning. A PLC trainer (Maria Nielsen from Solution Tree) was brought in for 6 sessions to continue our growth in backwards mapping to create unit plans that focused on mastering learning targets/standards. Each unit plan incorporated formative and summative assessments as well as built in FLEX days after those assessments to catch

those who struggled and provide intervention. All teachers updated their work and documented within our staff Google Teamdrive. Most teachers now have all of their unit plans completed for their yearlong standards. This should allow all staff to hit the ground running next school year and focus more on individual daily lesson planning and consistent intervention.

Rigor has been increased within all classes on campus. Students are being required to write in content areas outside of English. Math requires students to collaborate and provide verbal and written reasoning to justify their answers. Content is being connected with real-life events, situations, and application when appropriate. This will be an ongoing point of focus as we prepare students to be college and career ready. Student surveys indicate:

- SLHS is preparing kids to be college/career ready 92.9% answered "yes"
- Do you feel like your teacher(s) push you hard enough to maximize your potential?   90.1% answered "yes"

Next Steps:

- Receive P.D. on instructional strategies focused on engagement, E.L. learners, SPED & At Risk Youth.
- Staff will focus more on daily lesson planning based on the 6 elements of daily lesson design to maximize instruction and become more laser focused each day during Tier 1 Instruction.
  - ○ Daily Learning Target
  - ○ Guided Practice & Modeling
  - ○ Differentiate & Chunk Instruction
  - ○ Catch & Release
  - ○ No OPT OUT & All students have a voice
  - ○ Debrief at the end of class
- Continue the focus on the same 21st Century Skills within lessons
  - ○ Collaboration
  - ○ Communication
  - ○ Critical Thinking
- Provide small weekly formative assessments
- Analyze assessment data & identify students and learning targets/questions students struggled with most
- Provide consistent FLEX Intervention the day after the assessment
- Look at CAASPP assessment for Math & ELA and match skills required by the test to what we are having students practice within class daily.

Communication:

- **Progress:** Communication has improved greatly this school year as we have become more strategic and direct in our approach. We are utilizing multiple forms of communication to reach students, parents and staff. The results and data support that it is working in most cases. Parental involvement continues to be the weak point and struggle despite seeing improvement in that area this school year. Survey results:
    - 100% parents answered "all the time" when asked if the school communicated about events & activities.
    - 100% students answered "yes" when asked if the school does a good job of communicating and making you aware of opportunities.
    - Staff surveys stated that they prefer communication in this order:
        - PLC meetings, email, written information in mailbox, Google Team Drive

The following forms of communication were used this year for all stakeholders:
- Remind App (text messaging) to inform students and parents of events and opportunities.
- School Messenger to inform students and parents through phone calls and emails.
- Google Counseling Classrooms for 11th & 12th graders. Each classroom is updated frequently with important workshops, events, opportunities, scholarships, and deadlines that apply to their grade level. Student surveys are also uploaded into their Google classroom platform.
- Google Team Drive for staff. This platform allows staff to update and house important documents that can viewable by each team member. It also provides for an electronic documentation center for all of our data, unit plans, intervention, etc.
- Monthly Newsletters for students, parents and district staff to stay current with news about the school. Copies are provided to students, staff, and district office.
- Daily announcements about daily and weekly opportunities and events.
- TV screen in the office communicates past events, pictures, information and upcoming events for all office guests to view.
- School website communicates information about our school, contact information, uniform complaint procedures, parental involvement policy, survey links for feedback about our program, and anonymous hotline for confidential reporting.
- Student, Parent, and staff surveys are provided to ensure quality control and that all stakeholders have a voice.
- Needs Assessment is provided to students each semester so we can better understand student needs and tailor or supports and services to meet our current population of students.
- Progress reports sent home every 6 weeks and updated transcripts.
- Mandatory Senior parent meeting to discuss expectations, deadlines, opportunities, financial aid workshops, and senior graduation requirements. Meeting is held before the first day of school before students receive their Fall schedule.
- Financial Aid workshop for parents and students. This workshop increased from 11 to 34 student families completed.
- Site Council & ELAC Parent meetings meet quarterly at 3pm after school to discuss school budget, school atmosphere/culture/events, and seek stakeholder input.
- Lunch with the Principal quarterly to discuss SLHS and what students want. This is open to any student on campus.

Next Steps:

- We will continue to refine our current communication options. We have found that when we make it mandatory or built into the school day or program we have a higher level of success.

2017-18 Progress Update:

Professional Development Achieved to increase rigor and instructional strategies to ALL LEARNERS:

- 4 contracted days with Maria Nielsen from Solution Tree. Focus was put on researched based methodologies and strategies for engaging all learners based on achieving standards based learning targets. Classroom walk-thru's were incorporated to track implementation of strategies and provide coaching on questioning, etc. Data was discussed individually with teachers and as a whole site. Teachers worked on the 4 guiding questions of the PLC process:
  - *What do we want students to learn?
  - *How will we know that they have learned it?
  - *How will we respond when learning has not occurred?
  - *How will we respond when learning has already occurred?

- CCEA Conference (California Continuation State Conference): four teacher and one guidance counselor attended the conference and provided presentations to the whole staff during PLC Wednesday development days. Presentations were posted within the staff Google classroom and Google team-drive. Implementation of best practices for next school year were discussed.

Greater use of technology schoolwide: Google classroom is being used as a tool within every classroom except for one Math class. Google classroom is being used for late/missing work, daily warm-ups, and classroom activities. Students have demonstrated greater ownership of their missed work with the use of Google classroom. It provides flexibility for students who can now access work 24 hours a day, seven days a week. The chromebook carts in each classroom are being utilized to acquire and practice technology, reading, writing, and research skills. Online resources such as Khan academy provide video based intervention supports and build on student listening skills. The use of technology within lessons have provided teachers an opportunity to build in intervention on missed concepts.

Critical Thinking: Focus on verbal questioning and DOK levels of written questions to students. Walk-thru's with feedback and data have supported this ongoing focus throughout the Spring Semester of 2018. The uses of consistent marking the text strategies and sentence starters within Science and History have helped students better understand the text they read and allow them to respond with more in-depth answers. Cornell notes are used in multiple classes and have also become an excellent tool for content repetition to increase fluency and comprehension.

Use of online resources for supports: Greater use of online tools and resources to support student understanding and learning was utilized by teachers across the school. The use of a "thesis generator", online "translator", ability to have "text read aloud", and information in primary language were found useful. The use of further supports to access content will be explored and implemented in 2018-19 as well.

Daily FLEX day intervention was introduced but was not consistent within all classrooms throughout the school year. This built in intervention and extension time (questions 3 & 4 of the PLC Process) will be a major focus in 2018-19 to make it consistent across all classrooms.

Communication Improved: Increase in PLC Collaboration Days each Wednesday (12pm – 3pm) and the use of online platforms such as Google Classroom and Team Drive for all staff have been extremely valuable. The school site, students and families have all benefited as a result. The increased communication has resulted in the refinement of our program and effectiveness of intervention and support within the 3 focus areas of our school wide learner outcomes; Achievement, Character, Transition.

Growth Target:

1. Increase the percentage of students demonstrating proficiency and growth in English Language Arts, Math, History, and Science annually and over a 3 year period (2018-2021).

2. Increase the percentage of students reclassified to fluent English proficient (RFEP) over a 3 year period.

3. Increased student achievement through staff development, Professional Learning Communities, and consistent implementation of strategies across the content areas.

4. Build in consistent strategies/activities within lessons school wide to increase student repetition and competency of content standards. (Yearly SMART GOALS, P.D. & IMPLEMENTATION)

5. Increase research based methodologies and strategies for EL, 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. (on site or off site)

Actions Or Strategies To Be Taken To Reach Goal:	Responsible Persons Involved	Resources/Cost	Timeline	Supporting Evidence/ Notes
1-1. Professional Development ➢ *Attend District Offered Instructional Academies* ➢ **Attend California Continuation State Conference (CCEA) Conference annually & other P.D. opportunities outside of the district designated for E.L./SPED/At Risk Youth.** ➢ **PLC Collaboration (15 Wednesday's per semester). PLC teams will utilize PLC time to discuss best practices and create instructional lessons that include strategies to reach and engage all learners.** ➢ **Counselor collaboration with feeder site counselors.**	*Teachers* *Guidance Counselor*	● *District Educational Services Department* ● *Title 1 Funds* ● *Targeted Funds* ● *College Readiness Grant*	*Spring 2018 – Spring 2021* ***Annual goal each semester*	● *Staff Attendance* ● *Staff sharing of best practices during PLC meetings* ● *Implementation of strategies within the classroom* ● *Staff Google Classroom* ● *Conference Registration* ● *Staff Sharing of best practices during PLC meetings* ● *Implementation of strategies schoolwide* ● *Staff Google Classroom*
1-2. Intervention & Extension ➢ **Providing built in time within the school day (FLEX Day) to identify struggling students early and provide focused intervention aimed at mastery of standards. Students of mastered content standards will be given focused opportunities to extend the level of rigor on learning targets addressed.** ➢ **Math Intervention Program (Ascend Math)**	*Administration* *Teachers* *Guidance Counselor*	*Site Budget (Title 1/Targeted funds)*	*Spring 2018 – Spring 2021* ***Spring time annually*	● *Team Drive Data* ● *Formative Assessments* ● *Ascend Math Data* ● *PLATO data* ● *Student Work* ● *Classroom Walkthroughs* ● *PLC Meetings* ● *Survey data* ● *Increase in E.L. Reclassification*
1-3. Instruction ➢ **Schoolwide SMART GOALS that focus on common strategies and points of focus to**	*Administration* *Teachers* *Guidance Counselor*	● *Built in time on Wednesday's* ● *Title 1 Funds*	*Spring 2018- Spring 2021*	● *Annual SMART Goals* ● *Classroom Walkthroughs*

Action	Responsible	Resources	Timeline	Evidence
improve & refine instructional practices to increase rigor and ensure that all students can access curriculum (E.L., SPED & At Risk Youth). ⋏ Classroom walkthroughs to ensure full implementation by all staff ⋏ PLC collaboration to discuss best practices, share strategies, reflect, and analyze student work and outcomes		• Targeted Funds	**Weekly & Quarterly	• Student Work • PLC agenda's • Survey data • SBAC summative improvement • Formative assessment results • Increase in E.L. Reclassification • IEP Goals met
1-4. Communication ⋏ PLC Collaboration Meetings ⋏ Updated E.L. lists for all staff ⋏ Updated SPED lists for all staff with goals & accommodations ⋏ Coordination Of Services Team (COST) Referrals for students in need of resources and/or support ⋏ Parent & Student communication through open forum meetings & Newsletters (Instructional emphasis and strategies to be communicated)	Administration Teachers E.L. Coordinator Guidance Counselor	• PLC Wednesdays • IEP's	Spring 2018-Spring 2021 **once every 2 weeks based on common formative assessment results	• PLC agenda's • COST Referrals • E.L. & SPED lists • Parent Newsletters • Meeting Minutes/agendas

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.

2019-20 Progress Update:

Professional Development:

All staff: Training on UDL strategies and concepts was provided to all staff throughout the first semester. Goalbook Toolkit platform for UDL implementation was purchased and used from September through June. The UDL trainings helped staff focus on designing a lesson or program that eliminates barriers and builds in supports for all students so they can achieve high levels of success. The focus on the whole child opened eyes within our staff to meet our students needs socially, emotionally, and behaviorally so they can reach academic learning goals. Other trainings included:

- Aeries Communication training
- Active Shooter Training
- Catapult Training
- Discovery Challenge Educational Option for extreme AT RISK YOUTH
- Suicide Awareness Training
- DAAS School Training & Dashboard Data
-

Teachers: Optional trainings are offered in August, Winter Break, and June. In August the following teachers participated in Professional Development:

- Science teacher participated in CTE P.D.
- Math teacher participated in Restorative Justice training
- English teacher participated in iLit E.L. training

June Professional Development:

- All teachers participated in the Distance Learning Professional Development to create next year's google classrooms, updated syllabus, google site, and structure for online distance learning model. It was a social distanced collaborative that allowed for planning out next school year.

Secretary: Annual attendance and secretary trainings were held at the district office in August.

Secondary Student Support Specialist (E.L.):

ELPAC trainings were held throughout the school year to prepare staff for administering the annual ELPAC test to students. Reclassification workshops were in November and January at the district office. CAASPP training was in February.

Counselor:

Monthly Counselor PLC meetings: Course code changes were heavily discussed during these meetings.

Bi-monthly counselor meetings: Counselors from elementary, middle and high schools attended, including school psychologists. During these meetings, mental health community resources were shared. Also, this was an opportunity to speak out about training we desired to have to help expand our knowledge with mental health.

Counselor Symposium: Every year Yuba College holds a counselor symposium to discuss changes made, FAFSA, programs, etc. A tour around campus is given. This is a great opportunity to collaborate with Yuba College EOP&S counselors, advisors, the college outreach coordinator, financial aid director, etc. Solution-Focused Brief Therapy: This was a two-day training where attendees were trained on the steps and benefits of using SFBT.

Resource/Intervention/Communication:

Communication/Intervention:

11th and 12th Counseling Google Classrooms

Needs Assessment

Brochures: The counselor brochure was given to every student with their school packets at the beginning of the year. This brochure includes: what a school counselor is, what I do at the school, my contact information, and community resources.
The Suicide Awareness Brochure was created to inform students about suicidal signs, community resources, lifelines, and statistics.

Google Voice: During the pandemic, this was one of the methods used to communicate with parents/guardians and students regarding schedule changes, how to reach teachers/staff, credits, progress, check-ins, etc. This app allowed me to text or call parents/guardians and students, while connecting it to my email.

Website: During the pandemic, a counseling brochure was created and uploaded to our school website with resources and information parents/guardians and students can use. It also provided my google voice contact information.

Need to See Counselor Form (With QR Code): This was a form used any time a student needed to see me for personal/social, academic, or post-secondary reasoning. This form was connected to my email, so as soon as a student filled one out, it would notify me that I have an unopened form. The QR code made it easy for students go directly to the form without having to type in the link.

Newscast: A newscast with students was created during the suicide awareness month. This newscast consisted of statistics, signs of suicide ideation, and resources students can utilize (including teachers and staff). Flyers with the lifeline number were also created and posted all over campus.

Counseling Tools: This is a drive that was created for all school counselors within the district. it provided different tools we could use within our practice.

Assessments:
Needs Assessment

Exit Surveys

College Day survey: This survey served as an indicator of who was interested in transferring to a university after they complete their junior college education. This was used to see how many students we were able to take to College Day at Yuba College where different universities would be tabling with valuable information.

Depression Survey: The purpose of this survey was to gather any student who felt depressed and get them the help they needed.

Transfer Back Student Surveys: Since we had a good chunk of our students eligible to transfer back, a survey was given to them that resembled the Exit survey. This way we got valuable feedback from the students who successfully transferred back to their comprehensive high schools.

Check-In 101: During the pandemic, this was a tool student's could utilize if they needed me to check in with them. Once a form was submitted it would go to my email.

Career Day Reflection: This provided us feedback about our career day and how we could improve it for the following school year.

Next Steps:

- The development of an instructional plan by teachers for all three potential models for next school year; Hybrid, Full Online Distance Learning, Traditional Learning. The models will be put into the Reopening Plan for 2020 – 2021.
- The development of a social/emotional/behavioral plan for all three potential models for next school year; Hybrid, Full Online Distance Learning, Traditional Learning. The models will be put into the Reopening Plan for 2020 – 2021.

2018 – 19 Progress Update:
Professional Development:

Staff attended individual professional development training opportunities for their subject area aimed at improving their professional craft and increase their impact with students. Staff were asked to share with the team what they had learned at the trainings during our PLC meetings. Professional Development attended:

- Casa De Esperanza for social/emotional support
- Vaping
- 6 sessions of PLC trainings w/ Maria Nielsen (Solution Tree)
- Built in PLC time from 12-3pm each Wednesday (Total of: 35 sessions for the year)
- IEP Legalities
- Counseling about Assembly Bills affecting education
- Active Shooter Training

Next Steps:

- Strategies to support student social/emotional/behavioral needs
- Early Release Wednesday's will be utilized to provide workshops, groups, and intervention. The focus will be on:
    - Social/emotional/behavioral
    - 21st Century Skills
    - Guidance
    - Intervention / Study Hall

Resource/Intervention/Communication:

In the realm of social/emotional intervention SLHS added workshops and counseling groups on early release Wednesday's to build up resilience and coping skills. Student survey results indicate that they found these to be extremely helpful and valuable. The following workshops for social/emotional/behavioral were provided this school year:

- "Voice It Out" group focused on suicide
- Bereavement group
- Positive Relationships & Stress Management
- Anger Management
- Life Skills
- 1 on 1 counseling w/ Counselor, Psychologist on campus

During PLC Team meetings we have discussed specific students and paid close attention to their social/emotional/behavioral needs through the COST process. COST stands for Coordination Of Services Team. A referral form is completed as a team and needs or concerns are documented. Resources to help the student are also identified and a plan is created. I believe the heightened awareness and strategic planning has benefited our students greatly this year. Parent surveys indicate (100%) that they feel as if their child is safe and happy while at school. Next year, we will receive further P.D. within this realm to improve our practices and continue to refine our current workshops, groups, and COST process.

2017-18 Progress Update:

Professional Development for Resource/Intervention: Staff have participated in professional development opportunities on campus and off campus within workshops, trainings and conferences. Strategies to support student social, emotional and behavioral needs were learned and implemented within the school systems. Staff began to better understand early warning signs of student needs and introductory skills to meet student needs before a referral to the guidance counselor. The Guidance Counselor has networked with community agencies within the Spring semester of 2018 to provide higher level of support intervention. For example, "Casa De Esperanza", "Sutter/Yuba Behavioral Health", "Bereavement Groups", "Mental Health Counselor", and School Psychologist were utilized to provide in depth and individualized intervention. In 2018-19, weekly time will be built into the bell schedule to provide multiple 1 hour workshops for all students to gain and refine 21st Century skills and social/emotional skills that will translate to a successful transition to adulthood.

Communication: Weekly, the SLHS staff collaborate to discuss specific students as a Coordination of Services Team (COST). Student names are submitted through the Staff Google Classroom in advance and a referral form is completed as a team within PLC meetings. Student needs are identified and resources are pulled together as an action plan. Intervention is provided on 3 levels: Low level (teachers), Mid-Level (Guidance Counselor/Principal), High Level (Outside Resources). Our Guidance Counselor provides ongoing individual counseling, group counseling and group workshops to meet student needs. Guest Speakers have been brought onto the campus to connect with students either as motivation or intervention. All Guest Speakers brought to our campus fulfill a need of our student population. This year Dr. Francisco Revelas (Yuba County Superintendent) and Hall of Fame basketball player Ruthie Bolton spoke to our students. Each of their messages connected with our students personal hardships and struggles that was ultimately overcome by positivity, hardwork, and GRIT. The use of guest speakers will continue into 2018-19.

Growth Target:

1. Access Outside Resources to support individual students social, emotional, and behavioral needs.
2. Infused research based methodologies and strategies to meet individual social, emotional, and behavioral needs.

3. Built in interventions & supports with clear referral processes (COST referral, counselor referral forms)
4. Decrease in the percentage of students struggling socially, emotionally, and behaviorally. (Survey Data)
5. Increase in student achievement as a result of meeting individual non-academic needs.

Actions Or Strategies To Be Taken To Reach Goal:	Responsible Persons Involved	Resources/Cost	Timeline	Supporting Evidence/ Notes
2-1. Professional Development ➢ Onsite and off-site professional development ➢ Focused on instructional strategies, identification, intervention, and communication for individual student social, emotional, and behavioral needs ➢ PLC emphasis on discussion, implementation, and reflection of best practices	Administration, Teachers Guidance Counselor	PLC Wednesdays, Common Core Standards, P.D. materials, Google Team Drive	Beginning Fall 2017	• PLC Wednesday's • PLC Agenda • Class walk-thru • Survey Data • P.D. List
2-2. Resources/Intervention ➢ Social/Emotional/Behavioral Intervention Groups built into the school day ➢ Guidance Counselor intervention ➢ COST process ➢ Guest Speakers tailored to student needs ➢ Refining student Guidance Period ➢ Build Community Relationships & Resource bank of contacts for specific areas of need	Administration, Teachers Guidance Counselor School Psychologist	• PLC Wednesdays • Title 1 Funding	Beginning Fall 2017	• Resource List • Group Interventions provided • COST Referrals • Counselor Referrals • Survey Data
2-3. Communication ➢ Counselor Referral Forms ➢ Coordination Of Service Team (COST) referrals ➢ Referral to outside services ➢ PLC Collaboration to discuss students and strategies/resources	Administration, Teachers Guidance Counselor Community & District Resources	• PLC Wednesdays • Referral Forms & Contact List	Beginning Fall 2017	• PLC Agendas • Classroom Walkthroughs • COST referrals • Counselor referrals • List of Outside and District resources • Intervention groups • Staff Google Classroom • Survey Data

Goal 3: Critical Area 3: The administration provides increased support to individual teachers in implementing the standards and 21st Century skills to support increased rigor to all student.

➢ I.P. – 2014 Continued Critical Areas of Follow-up: (Assessment)

- Critical Area 4: Staff desires to learn the components of the new state assessment system and how to use them to support academic success for each student.

- Critical Area 5: Staff desires to use data to determine placement and achievement as state assessments evolve. Staff expects to improve greatly over the next few years. To include; staff desires to continue to examine multiple measures of student achievement.

- Critical Area 7: This Critical Area is blended with Critical Area #5. The VC believes the school needs to continue to analyze state assessments each year as new and returning students continue to take courses toward graduation.

2019 – 20 Progress Update:

Instruction/Assessment/Intervention: Student surveys on instruction, assessment, and intervention are not available this school year due to COVID-19. Typically, these surveys are administered in the 4th quarter each school year. CAASPP results were shared and discussed within PLC meetings at the start of this school year to ensure that this year's SMART Goals were still relevant. The data results were not valuable indicators due to several factors:

- Lack of Juniors as a testing population in 2019 to provide concrete feedback to staff and this year's students. For the past two years our program has been Senior dominate due to the number of student's credit deficient in our school district.
- A substantial number of Juniors who did test in 2019 just transferred to our program from the comprehensive high schools 3 weeks prior to testing.

Instead, South Lindhurst utilizes ongoing formative assessment data based on content learning targets and standards to gauge effectiveness of instruction and areas of focus into the future. The data for these assessments are housed within our staff Team Drive. Considerable growth happened in the area of formative assessments, analyzing of data and FLEX intervention. FLEX intervention is embedded within the normal class period the day after a formative assessment is completed. Teachers use their PREP periods and PLC time to analyze data, slot students into intervention, and plan re-teach session with students who are struggling. Learners who reached levels of proficiency are given extension opportunities to deepen that concept. The majority of staff do all three phases consistently (weekly). This is an area of improvement for our staff. The goal is unmet until we reach 100%.

SMART GOALS FOR THE 2019-2020 SCHOOL YEAR:

❖ Complete PLC Process with consistent formative assessments (every 1-2 weeks) and intervention (FLEX) every time.

- Follow through in all stages of PLC FLEX
- Consistent FLEX across all content classrooms
- Complete & upload all data in teamdrive

❖ Using the *6 elements of lesson design* to *integrate 21st Century Skills & E.L. strategies* in all content areas to benefit all learners

Focus on:

➢ Collaboration
➢ Communication
➢ Critical Thinking

Our greatest instructional gain this year as a whole was in lesson design. Utilizing the 6 elements of lesson design to ensure quality and efficient instruction each day. The lesson activities collaboration, communication and critical thinking were incorporated into lesson's and units. This observable during walk-thru's, student work, creative assessments/projects, and observations. As a staff we will need to utilize our collaboration time to discuss what is working or not working with our students as we move more into distance learning. Thinking outside the box and growing as professionals will be extremely important.

Teachers were supported within the process of instruction, planning, assessment, and intervention in the following ways:

- Open door policy
- Weekly walk thru's with feedback focused on SMART Goals
- Weekly PLC Meetings that are broken into two parts; Macro PLC and MICRO PLC
- Individual Principal Meetings with each staff member about annual goals selected. Meetings are also established at the semester to discuss progress on those goals. In some cases and improvement plan and/or support is jointly created.
- Survey's are sent to staff to retrieve feedback for support and improvement.

Next Steps:

- Continue the above mentioned supportive measures to help staff grow and reach SMART GOALS
- SMART Goals will be established at the beginning of next school year in August due to the ever changing landscape of education due to the Pandemic.
- Reaching levels of consistency by all staff on goals
- Focus on providing a high quality distance learning model that transfers the same learning on site to home. Recorded instructional lessons will be posted within google classroom for students to watch and learn material before completing assignments. Daily schedules requiring students to check in for attendance and receive directions will be built in to the distance model as well.

2018 – 19 Progress Update:

***Practices and strategies implemented in 2017-18 continued in 2018-19 (Capstone courses, Common Informative Assessments, Workshops, etc.)

Instruction/Assessment: This year our SMART goals were focused on intervention and instruction. Instructionally, we established the goal of incorporating the 21st Century Skills of collaboration, communication, and critical thinking within daily lessons. The observations and data support the fact that this is happening throughout all content areas. Staff surveys showed:

- 66.7% said "yes" when asked if they focused on collaboration with students daily
- 80% said "yes" when asked if they focused on critical thinking with students daily
- 66.7% said "yes" when asked if they focused on communication with students daily

Student survey results supported the staff data. In addition to our SMART goal of incorporating 21st Century opportunities, our staff began to focus more on their planning this year. Staff focused on long-term planning for the school year and daily lesson planning. A PLC trainer (Maria Nielsen from Solution Tree) was brought in for 6 sessions to continue our growth in backwards mapping to create unit plans that focused on mastering learning targets/standards. Each unit plan incorporated formative and summative assessments as well as built in FLEX days after those assessments to catch those who struggled and provide intervention. All teachers updated their work and documented within our staff Google Teamdrive. Most teachers now have all of their unit plans completed for their yearlong standards. This should allow all staff to hit the ground running next school year and focus more on individual daily lesson planning and consistent intervention.

Rigor has been increased within all classes on campus. Students are being required to write in content areas outside of English. Math requires students to collaborate and provide verbal and written reasoning to justify their answers. Content is being connected with real-life events, situations, and application when appropriate. This will be an ongoing point of focus as we prepare students to be college and career ready. Student surveys indicate:

- SLHS is preparing kids to be college/career ready 92.9% answered "yes"
- Do you feel like your teacher(s) push you hard enough to maximize your potential? 90.1% answered "yes"

Last year's CAASPP assessment data was shared to staff during PLC time. Discussion from the group prompted further questions about ways to improve and strategies to implement for next school year. The plan is to look deeper into the Math and ELA assessment to determine specific skill required to have success on the state assessment. Those skills will be integrated within daily lessons and/or units to better prepare students for the annual 11th grade assessment.

The Common Informative Assessment (C.I.A.) was given in the Fall semester for ELA and Math. It provided feedback to teachers and students about student preparedness for CAASPP in the Spring. 15% of students scored "Meeting Learning Standards" on the ELA test. 32% of students scored "Meeting Learning Standards with Distinction". No students met standard on the Math test.

Formative assessments have been given to students more frequently this school year to inform teaching practices in Tier 1 and catch students who are struggling earlier. Summative assessments are the culmination of all the formative assessments within the unit and provide an overall evaluation of the students understanding. In the second quarter this school year our Math teachers began experimenting with weekly formative assessments of 3-5 questions. The data results were staggering. Overall proficiency improved by 12% and below proficient decreased by 15%. This information was shared with the entire PLC team during our dedicated collaboration time. Other content areas are beginning to do smaller, more frequent assessments with students as a result. Student survey data indicates that they too prefer shorter and more frequent assessments:

- 92.9% answered "yes" when asked if their teacher provides an assessment every 1-2 weeks.
- 84.1% of students said they would rather have small weekly assessments of 3-5 questions.

Data analysis utilizing the proper forms (item analysis with highlighting) to identify students and learning targets/questions that students struggled with the most was happening but in pockets. Planning and implementing FLEX intervention to students after each assessment was also inconsistent this school year. In the future, we have to become more consistent by ALL teachers. This will be an area of focus next school year.

Intervention: The addition of the Secondary Student Support Specialist position provided multiple layers of intervention that we did not have in past years. Survey results from students, parents, and staff ranked this as one of the greatest impacts on student achievement and intervention. This position provide 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

One of our SMART goals this year was FLEX Intervention. The built-in FLEX Day intervention by teachers the day after students complete a formative assessment is also impactful. Students commented on surveys that it helps when teachers check in with them, provide 1 on 1 support, and they are given additional time to process after the content is explained. The FLEX Day intervention provides all of these requests/needs. Assessment results are analyzed by teachers, students are identified as struggling in each class period's assessments, learning targets are identified, and intervention is provided the next school day to those specific students within each class period. Students who mastered the concept are provided an extension assignment while the others are provided support and further explanation. FLEX Day intervention was happening in pockets this school year, but will need more consistency across all content areas next year. Math was very consistent with FLEX intervention, followed by History, Science, and then English (in that order). It is important to note that academic & career intervention/guidance by the school counselor was rated high by the students 87.4% Exceptional/Good. This year Ms. Perez (Guidance Counselor) has created and updated individual academic plans for each student that plans out coursework, tracks credits, and identifies transition plans. Academic plans along with student google classrooms for counseling have been extremely beneficial for staff and students. This will be an ongoing area of focus and refinement next school year.

Next Steps:

- Breakdown CAASPP test to identify skills required by the test. Instructional planning and lessons will need to incorporate those skills to better prepare students "Meeting Learning Standards".
- Consistency by ALL teachers to provide short weekly assessments.
- Consistency by ALL teachers to analyze assessment data to identify missed learning targets/questions and students who are struggling.
- Consistency by ALL teachers to provide FLEX intervention after assessments.
- Document in Team Drive

2017-18 Progress Update:

Common Interim Assessments that mirror the state assessment (CAASPP) for ELA and Math have been implemented once per semester. Data from previous year's state assessment as well as semester Common Interim Assessment (CIA's) data results from current year students were analyzed to make instructional adjustments. Adjustments are based on current year student needs and common trends over multiple school years. This year, reading comprehension strategies and more emphasis on geometry within our Integrated courses became the focus within content area units.

Building in opportunities to develop 21st Century skills within all content areas for all students began this year and will be developed further in 2018-19. During 2017-18, three workshops per quarter were built into the master schedule for all students to develop transitional (21st Century) skills. Workshops were 6 one hour sessions that resulted in a certificate of completion and earned credits for students who successfully completed the workshop. In 2018-19 this will increase to 6 quarterly workshops built into the master schedule. In 2017-18 South Lindhurst also implemented two CAPSTONE courses for all seniors within English and Economics. The CAPSTONE courses became a graduation requirement from our program to ensure that every graduate leaves with a foundation of skills that translate to college or career. Other school based activities that contribute to the development of 21st Century Skills includes our FFA Program and community service opportunities. Staff development within these areas were addressed in multiple ways. Teachers were provided release time to observe other schools and classrooms to observe best practices. On site, teacher walk-thru's, professional development trainings and individual Stull Bill (teacher goal setting & reflection) coaching meetings were utilized. This practice will continue in 2018-19.

Actions Or Strategies To Be Taken To Reach Goal:	Responsible Persons Involved	Resources/Cost	Timeline	Supporting Evidence/ Notes

Action	Responsible	Resources	Timeline	Evidence
3-1. Assessments: ➢ Deliver one common formative assessment every 2 weeks. ➢ Analyze the data of formative assessments during PLC Wednesdays and PREP periods to determine student mastery, teaching effectiveness, and identify which students need intervention/extension. ➢ Review Annual CAASPP Assessment results ➢ Create and administer CAASPP Interim Assessment for all students once per semester (CIA).	Administration, Teachers Guidance Counselor	• PLC Wednesdays, Common Core Standards P.D. materials • Google Team Drive • College Readiness Grant • Title 1 & Targeted Funds • Edmentum PLATO Program • CAASPP Interim Assessment (C.I.A.)	Beginning Fall 2017	• Formative Assessments • Assessment data • PLC Agenda • Team Google Drive • FLEX Day Plans • CAASPP Data • C.I.A. Data
3-2. Intervention: ➢ Every 2 weeks students will be prescribed exactly what they need academically during Built in FLEX Days. Extension rigor for students who have mastered learning targets. Intervention re-teach for students who have not mastered learning targets.	Administration, Teachers Guidance Counselor	• Title 1 & Targeted Funds • PLC Wednesdays, Forms for Student lists for FLEX Day, Google Team Drive	Beginning Fall 2017	• Site Plan • FLEX Day lessons • Student results/outcomes • Google Team Drive • PLC Wednesdays
3-2. Data Analysis: ➢ PLC Wednesday's and PREP periods used to analyze assessment data, identify trends/strengths/needs, and make shared decisions ➢ Team Drive to document data analysis process & outcomes (FLEX Day)	Administration, English Teacher	District data (SBAC summative results); School assessment protocol and communication, CAASPP Interim Assessment Data (CIA's)	Beginning in Spring 2018	• Summative Results • PLC Wednesdays • Formative Assessment data • FLEX Day data • Google Team Drive
3-3. Instruction: ➢ Increase rigor with the Integration of common 21st Century Skills within all content areas as annual SMART Goals. ➢ Increase college and career awareness and preparation for all students. *Awareness and preparation will be tailored to student strengths and needs annually. (Mandatory & optional workshops, guest speakers, fieldtrips)*	Administration, Guidance Counselor Teachers Community Partners for Workshops	• Targeted & Lottery funds • Master Schedule w/built in workshops for all students • PLC Wednesdays for collaboration	Beginning in Spring 2018	• Formative Assessment Data • Summative Results • PLC Wednesdays • Increase performance on 11th grade Math & ELA Smarter Balanced Assessment Consortium (SBAC) Summative

Action	Personnel	Resources	Timeline	Evidence
➤ PLC Wednesday workshops for all students focused on 21st Century Skills. Workshops delivered by Junior Achievement and Sutter/Yuba Behavior Health. Digital pre/post assessments for all students will provide data about impact and skills gained. ➤ Identify and implement instructional opportunities that mirror real-life expectations and CAASPP requirements to increase rigor and preparedness.				Assessment over a 3 year period. ● Workshops ● Classroom Walkthroughs ● SMART Goals ● Site Plan ● Student Work
3-4. Professional Development: ➤ Attend professional development opportunities focused on assessment. Goal of seeking new knowledge annually by all staff. ➤ PLC Wednesdays used to discuss best practices, compare student lessons/work, and ensure consistency of implementation ➤ Further development to better understand content standards, college readiness standards, and key educational shifts.	Administration, Guidance Counselor Teachers	● *Community Partnerships* ● *PLC Wednesdays* ● *Lottery, Targeted, Title 1 Funds* ● *College Readiness Grant* ● *Solution Tree Global P.D.*	*Beginning Fall 2017*	● *Workshops* ● *Standards* ● *PLC Agendas* ● *Survey Data* ● *Professional Development* ● *Staff Google Classroom*

Goal 4: Critical Area 4: The administration and staff increase opportunities for all students, outside of leadership class, to participate in schoolwide decision making to provide additional opportunities to express their ideas for enrichment and extra-curricular activities.

2019-20 Progress Update:

Progress: Survey data from students and parents about program evaluation is not available this school year because of the COVID-19 pandemic. The communication focus was primarily on student needs, communication of distance learning platforms and graduation. During the first three quarters of this school year we focused on building school culture with increased opportunities to engage and participate.

- Student input was retrieved through student classroom polls & surveys led by our leadership students. Each classroom in both the morning and afternoon sessions were included in the process. Student feedback was taken by the leadership students and brought back to the leadership class and Principal to generate ideas for the school. Some information was communicated to the Excel Club that met monthly about community service events. This process also helped create buy-in within the students and that their voices were valued.

- Newscast videos with student news anchors and tabling at lunch also increased opportunities for all students to engage in school culture and communicate new innovative ideas to add. Newscast videos were created monthly by the students and our Family Liaison. Student sign-ups for events, rally activities, and workshops occurred at lunch.

- Lunch with the Principal occurred once per semester with free pizza and the sharing of ideas for the school. Unfortunately, the attendance declined throughout the school year. Next school year this will be difficult to implement with health protocols for nutrition, disinfecting of environments and social distancing next school year. Survey data will likely be utilized greater next school year.

- Excel Club is a club open to all students on campus who are interested in making a difference within our community and taking more of a leadership role. Meetings occur within the school day once per month. Officers and a board are elected each school year. This year we elected officials twice due to the transient population that we serve. Within these meetings we invite community guests, discuss a school report of past and future events, community service opportunities, and ways to improve communication and positive school culture. The ideas shared and generated are used by the Principal and students to implement.

- Social Media was utilized this school year as an effort to communicate, develop a school culture brand that extended beyond the school, and receive input from our stakeholders. This has been extremely beneficial. Our Family Liaison was the person responsible for updating our social media platforms and school website. Unfortunately, due to budget cuts for next school year we will have to cut this position. Our goal is to continue our social media accounts to keep our stakeholders informed and continue to provide them the opportunity to reach out to us through that platform.

OTHER WAYS TO COMMUNICATE AND INVOLVE ALL STUDENTS:

- Remind App (text messaging) to inform students and parents of events and opportunities.
- Aeries Communication from school to home. This method of communication is used by all staff. The benefit of this form of communication is that goes out to families and students in their primary language and surveys, attachments, and messages can go out.
- School Messenger to inform students and parents through phone calls and emails.
- Google Counseling Classrooms for 11th & 12th graders. Each classroom is updated frequently with important workshops, events, opportunities, scholarships, and deadlines that apply to their grade level. Student surveys are also uploaded into their Google classroom platform.

- Google Team Drive for staff. This platform allows staff to update and house important documents that can viewable by each team member. It also provides for an electronic documentation center for all of our data, unit plans, intervention, etc.
- Monthly Newsletters for students, parents and district staff to stay current with news about the school. Copies are provided to students, staff, and district office. This year our Family Liaison prepared these each month.
- Daily announcements about daily and weekly opportunities and events.
- TV screen in the office communicates past events, pictures, information and upcoming events for all office guests to view.
- School website communicates information about our school, contact information, uniform complaint procedures, parental involvement policy, survey links for feedback about our program, and anonymous hotline for confidential reporting.
- Student, Parent, and staff surveys are provided to ensure quality control and that all stakeholders have a voice.
- Needs Assessment is provided to students each semester so we can better understand student needs and tailor or supports and services to meet our current population of students.
- Progress reports sent home every 6 weeks and updated transcripts.
- Mandatory Senior parent meeting to discuss expectations, deadlines, opportunities, financial aid workshops, and senior graduation requirements. Meeting is held before the first day of school before students receive their Fall schedule.
- Financial Aid workshop for parents and students. This workshop increased from 11 to 34 student families completed.
- Site Council & ELAC Parent meetings meet quarterly at 3pm after school to discuss school budget, school atmosphere/culture/events, and seek stakeholder input.

Next Steps:

Next school year it will look very different with less contact time with students on campus. This is very unfortunate and makes it extremely difficult to meet the needs of an At Risk Population that we serve. It is also a challenge to replicate positive school culture and buy-in when a large percentage of our student population will be doing distance learning. We will need to think more creatively next school year and utilize survey data to seek input from our stakeholders.

2018-19 Progress Update:

- **Progress:** Communication has improved greatly this school year as we have become more strategic and direct in our approach. We are utilizing multiple forms of communication to reach students, parents and staff. The results and data support that it is working in most cases. Parental involvement continues to be the weak point and struggle despite seeing improvement in that area this school year. Survey results:
  - 100% parents answered "all the time" when asked if the school communicated about events & activities.
  - 100% students answered "yes" when asked if the school does a good job of communicating and making you aware of opportunities.
  - Staff surveys stated that they prefer communication in this order:
    - PLC meetings, email, written information in mailbox, Google Team Drive

The following forms of communication were used this year for all stakeholders:
  - Remind App (text messaging) to inform students and parents of events and opportunities.

- School Messenger to inform students and parents through phone calls and emails.
- Google Counseling Classrooms for 11th & 12th graders. Each classroom is updated frequently with important workshops, events, opportunities, scholarships, and deadlines that apply to their grade level. Student surveys are also uploaded into their Google classroom platform.
- Google Team Drive for staff. This platform allows staff to update and house important documents that can viewable by each team member. It also provides for an electronic documentation center for all of our data, unit plans, intervention, etc.
- Monthly Newsletters for students, parents and district staff to stay current with news about the school. Copies are provided to students, staff, and district office.
- Daily announcements about daily and weekly opportunities and events.
- TV screen in the office communicates past events, pictures, information and upcoming events for all office guests to view.
- School website communicates information about our school, contact information, uniform complaint procedures, parental involvement policy, survey links for feedback about our program, and anonymous hotline for confidential reporting.
- Student, Parent, and staff surveys are provided to ensure quality control and that all stakeholders have a voice.
- Needs Assessment is provided to students each semester so we can better understand student needs and tailor or supports and services to meet our current population of students.
- Progress reports sent home every 6 weeks and updated transcripts.
- Mandatory Senior parent meeting to discuss expectations, deadlines, opportunities, financial aid workshops, and senior graduation requirements. Meeting is held before the first day of school before students receive their Fall schedule.
- Financial Aid workshop for parents and students. This workshop increased from 11 to 34 student families completed.
- Site Council & ELAC Parent meetings meet quarterly at 3pm after school to discuss school budget, school atmosphere/culture/events, and seek stakeholder input.
- Lunch with the Principal quarterly to discuss SLHS and what students want. This is open to any student on campus.

Next Steps:

- We will continue to refine our current communication options. We have found that when we make it mandatory or built into the school day or program we have a higher level of success.

2017-18 Progress Update:

In 2017-18:

schoolwide surveys were used:

- School Activities
- Enrollment Surveys for parents and students
- Exit Surveys upon graduation
- Exit Interviews
- Workshop Surveys quarterly
- Needs Assessment Surveys each semester
- CAPSTONE Surveys

Open-door Policy for all students and parents to meet with the principal to discuss ideas or concerns. Parent group meetings are offered for all parents to participate in throughout the school year. Site Council and E.L. Parent Groups met 4 different times each throughout the school year to discuss concerns, ideas and school progress/events. Monthly the student leadership class holds EXCEL Club Meetings to discuss community service opportunities and school activities for all students to participate in. The "Remind App" was implemented in 2017-18 to communicate with all parents and specific student groups about school news, events and workshops. In 2018-19, South Lindhurst will continue each of the practices listed above and add a Google Classroom "Discussion Forum" for students to interact with the Principal about suggestions and ideas to improve the school. In addition, each quarter the school will build in an opportunity to have "Lunch with Principal" to have a safe and informal face to face discussion about ways to improve the school.

Growth Target:
1. Continue daily open door policy for all students, staff and parents
2. Continue monthly Leadership/Excel Club Meetings between Administration and students
3. Continue quarterly Site Council & E.L. Parent Meetings with parents, students, and staff
4. Begin quarterly Luncheons with the Principal to provide all students the opportunity and voice to make change
5. Continue Survey Data for all students, parents, and staff to receive detailed feedback

Actions Or Strategies To Be Taken To Reach Goal:	Responsible Persons Involved	Resources/Cost	Timeline	Supporting Evidence/Notes
4-1. Daily/Weekly: ➤ *Open-door policy in which any student, staff member, community member, or parent can meet with the school Principal* ➤ *Ongoing Survey Data during Guidance Periods to all students for all aspects of the educational program*	*Administration, Teachers Secretary Guidance Counselor*	• *Google Calendar* • *Morning Daily Announcements* • *Google Forms for surveys* • *Resource Room* • *Guidance Classrooms on Thursdays*	*Beginning Fall 2017*	• *Aeries Interventions* • *Survey Data* • *Guidance Classrooms* • *Classroom Walk thru's*
4-2. Monthly: ➤ Administration meets with the Ag Leadership class	*Administration, Teachers Secretary*	• *Excel Club Minutes* • *Google Calendar*	*Beginning Fall 2017*	• *Ag Leadership Walk-thru's* • *Excel Club Minutes*

	Guidance Counselor		
ᐱ Excel Club Meetings held monthly			

4-3. Quarterly:
ᐱ Principal Luncheon: Discuss student needs and wants for the school as a whole. Open forum for students to ask questions, express concerns, provide feedback, and have productive conversations focusedⁱ on school improvement.
ᐱ Site Council Meetings and E.L. Parent Meetings open to all students, parents and staff. Meetings are to discuss school business, communicate future events, explore school budget and expenditures, as well as serve as a platform for communication for all stakeholders.
	Administration,
	Teachers
	Secretary
	Guidance Counselor
		Beginning
		Fall 2017
			• *Resource Room*
			• *Morning Daily*
			  Announcements
			• *Parent Flyers*
			• *School Messenger*
			• *Remind App*
			• *Title 1 Parent*
			  Involvement Funds

Second column continued:
• *Meeting Flyers*
• *Survey Data*
• *Website*
• *Notes from Principal Luncheon's*
• *Meeting Agendas*

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Annual Program Evaluation - 2019-20

School: Marysville Community Day/Independent Studies

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 . *August 26, 2020*

Principal's Signature: _____

SSC Chair Signature: _____ *August 26, 2020*

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

Goal 1

To maintain, support and provide students and staff with the latest technology, supplies, 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.

Identified Need

Economically disadvantaged and second language learners need extra interventions and support.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC yearly assessments to show student success and improvement.	Improvement shown on yearly testing process	While students with language barriers and economic challenges still had problems, the extra technology did appear to help student learning and gave students more opportunities to experience lessons at deeper levels. Testing was interrupted and the actual data is not available.
Teacher observations which indicate true student learning by improved scores on learning opportunities.		
Reading, Writing and Mathematics assessments which show improvement over previous yearly assessment conclusions.	Reading levels would improve and mathematics learning would be evident.	The interactions with teachers in the smaller environment where multiple learning modalities were used helped students with engagement and understanding.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Proposed Expenditures
Para educators who are fluent in Spanish, as well as English and support them with materials ans supplies that both supplement and support the CDS program.	Title I 16,000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

Goal 2

Provide students with a safe learning environment. This involves bullying, drug-free and an environment which is conducive to learning. The collaboration will be led by administration and teaching staff. Support staff and counselors will work with community organizations in order to provide these things. Yuba County Probation and the Yuba County Tobacco Coalition will work with the school to meet these goals. The school safety plan will also incorporate these listed expectations and cooperative involvement with the Marysville Police and Yuba County Sheriff's Department will be in place.

Identified Need

Safe school environment. Counseling and support services and interventions and support. Proficiency Training for Teaching staff with emphasis on English Learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
When all of the listed things are in place, there will be less student suspension, better attendance percentages and a calm atmosphere on campus. These will be evident in comparisons to prior years of school data.	Improvement in all areas listed previously. Fewer incidents of bullying to be seen.	There were only 2 incidents where tobacco products were found on campus, as compared to much more in previous years, as will as only 1 incident of physical altercation. This is largely due to preventative measures and great counseling efforts. Student buy-in was the best it has been in the 4 years previous to this one. In two cases of bullying, the parties involved met and resolved any hard feelings.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Proposed Expenditures
Regularly scheduled counseling (Group counseling on Wednesdays and individual counseling scheduled) All students to be served by strong implementation of policies in place as well as concentrated efforts to improve attendance and behavior using PBIS-type activies. Counseling interventions and positive reward system, such as weekly prize drawings for positive behavior and attendance, workbooks and supplies	Targeted 7509

Planned Strategy/Activity	Proposed Expenditures
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.	Title I 4000 Title I Carryover 8266

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

Programs and technology tools, including maintenance costs which will help and support students in each department.

Goal 3

Purchasing and maintaining electronic devices, printers and other technology, including maintenance and support costs. The students and staff will be able to utilize these things to improve access to critical thinking and foundation skills.

Identified Need

Printers, digital cameras, and other technology for use in all classrooms

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Comparative scores with previous 2 years.	Increased levels in testing outcomes and base scores.	Approximately the same results
Maintenance contract for the school copier for supplemental student learning materials. This will enhance the core curriculum	Photography class was able to do digital work in still photography and animated productions.	We were able to see positive results of the money spent on technology pieces. Students were engaged and showed good learning and skills, especially in photography.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Proposed Expenditures
Materials and Supplies to increase student learning	Targeted 5000
	Targeted Carryover 3554
Materials and Supplies for supplemental classroom use and also adding the most technologically advanced programs and support software which will enhance student learning.	Title I 8253
	Targeted 10267

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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: 2019-20

LEA/LCAP Goal

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

Goal 4

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

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learner's at Community Day School 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. CDS enrolls 72 students of which 29% are English learners (16 students).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Textbook Availability	100%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers (Subject area and EL authorizations)	100%	100%
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.	Discretionary

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

No goal stated

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

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

No goal stated

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.

Annual Review and Update

SPSA Year Reviewed: 2019-20

LEA/LCAP Goal

No goal stated

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

No goal stated

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.