

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alondra Middle School	19-64873	November 5, 2020	November 9, 2020

Purpose and Description

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

Alondra Middle School is implementing a Schoolwide Program.

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

N/A

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update]

Alondra's 2020-2021 stakeholder involvement plan, first began with the Support Team; academic coaches, counselors, TOSA, and administration meeting to analyze data to determine areas of gains and weaknesses during February 2020 (prior to the school closure due to COVID).

A mid-year progress review was also conducted with support staff and the PLC Team; made up of all content area teachers. The teams discussed achievement data, uncovered needs, identified goals, and actions to focus on for the rest of the year.

Overall, the findings reveal a need to improve student achievement for all students in the areas of mathematics and language arts and to continue to focus on school climate to increase school connectedness and reduce chronic absenteeism.

In February 2020 the data compiled and goals set by the teams was presented and discussed with the SSC and ELAC committee for their input, suggestions, and ideas to be included in the plan. The SPSA plan was further discussed, reviewed, and approved by the School Site Council on October 27, 2020.

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals.

Goal 1 – Student Achievement: Language Arts/ELD

School Goal for ELA/ELD:

Increase student success for all students by focusing on quality professional development, collaborations, walkthroughs, and student outcomes as measured by assessment scores and reclassification rates.

Identified Need

This goal was identified after analyzing multiple measures of data, stakeholders examined last available SBAC scores, ELPAC results, and EL reclassification rates.

ELA Performance - SBAC Data:

- 2020: No SBAC data available due to COVID school closure
- 2019: 41% met/exceeded standard
- 2018: 40% met/exceeded standard
- 2017: 42% met/exceeded standard

ELD Performance – Summative ELPAC:

2020:

- 13.46% Level 1
- 33.65% Level 2
- 39.42% Level 3
- 13.46% Level 4

2019:

12.12% Level 1

33.33% Level 2

46.46% Level 3

8.08% Level 4

2018:

9.19% Level 1

28.73% Level 2

57.47% Level 3

4.59% Level 4

English Learner Progress – Reclassification Rates:

2020: 26.6% of EL students were reclassified RFEP

2019: 24% of EL students were reclassified RFEP

2018: 20% of EL students were reclassified RFEP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC Scores	41% met/exceeded based on last available score reports	50% of students will score met/exceeded – 9% increase
EL Reclassification Results	26.6% of EL students were reclassified RFEP	Maintain 26.6% reclassification rate or increase by 1%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development

Teachers will be provided professional learning and support in ELA and ELD instruction through professional development, and coaching. Activities will include, but not be limited to the following:

- *Site Based Training (Instructional-Purposeful Lessons/Outcomes, Learning Targets, & Success Criteria)
- *District Training (ELA/AVID-ELD, Lead Teacher Meetings & CADT)
- *Collaborative lesson planning (weekly)
- *AVID Training (school wide planning, meetings, conferences, workshops)
- *Planned Walkthroughs/Observations (this strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted)
- *Structured Teacher Planning Time
- *Schools To Watch (on-going planning, walkthrough/feedback on commitments & dept. presentations)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Structured Teacher Planning Time - \$5,000	LCAP 1.43B
Walkthroughs/Observations - \$5,000	LCAP 1.43B
Collaborative Lesson Planning - \$5,000	LCAP 1.43B
AVID - \$5,000	LCAP 1.43B
Site Training - \$3,000	LCAP 1.43B

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ELA/ELD Academic Coach for Instructional Support

To identify students for interventions, assist with organization and scheduling of interventions. Interpret and analyze data from EL diagnostic assessment, provide training to teachers to administer assessments, assists test administration with make-up and special education testing. CAASPP/SBAC administration including scheduling, training of proctors, assisting in administration to small groups.

Conduct English Learner Program tasks, including, sorting distributing and signing EL/RFEP monitoring forms, communicating the reclassification process to parents, attending ELAC meetings, planning preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL Learners, classroom instructional walks. Scheduling of ELD students, monitoring designated ELD classes, supporting ELD instruction, monitoring AMS Newcomer Program. Serve on various school site teams and the school leadership committee.

The coach will also support the instructional program using the following strategies:

- *Co-planning
- *Co-teaching
- *Plan and provide professional development
- *Lesson Study
- *Observations/Feedback

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Coach Salary – \$151,445	Title I
Co-Planning Hours - \$3,000	Title I
Co-Teaching SUBS - \$5,000	LCAP 1.43B
Professional Development SUBS - \$5,000	LCAP 1.43B
Conference Expenditures - \$10,000	LCAP 1.43B
STPT SUBS - \$5,000	LCAP 1.43B
Lesson Study SUBS - \$3,000	LCAP 1.43B
Observations/Feedback - \$1,000	LCAP 1.43B

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Targeted Interventions

Provide students with targeted re-teaching of high priority language arts standards to address skill/concept deficits as measured by teacher assessments.

Instructional Materials & Supplies Needed:

- ELA/ELD/SS/SPED Content Materials
- Textbooks
- Technology & Tech Materials
- AVID Curriculum/Activities
- Incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Content Materials & Supplies - \$10,000
Textbooks - \$10,000
Technology & Tech Materials - \$10,000
AVID Supplies - \$5,000
Incentives - \$1,500

LCAP 1.43B
LCAP 1.43B
LCAP 1.43B
LCAP 1.43B
LCAP 1.43B

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Interventions to Address Learning Gaps:

- *After School Tutoring/Support (ELA, Literacy Strategies & Homework – This strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted)
- *Goal Setting (During school day/Parent Conferences)
- *Parent Meetings/Workshops (Based on Assessment Needs, Mental Health Needs, etc.)
- *Celebrate Success/Incentives (Quarterly/Monthly Recognition-behavior & attendance)
- *MTSS (Meetings, Parent Meetings, Teacher Collaboration)
- *Push-In Support/Pull-Out Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Teacher Hourly Rate With Benefits - \$18,000	Title I
Classified Hourly Rate With Benefits - \$5,000	LCAP 1.43B
Library Tech Salary - \$25,839	LCAP 1.43B
SMART Goal Celebrations - \$5,000	LCAP 1.43B
Attendance Incentives - \$5,000	LCAP 1.43B
Behavior Incentives - \$5,000	LCAP 1.43B
Parent Materials & Supplies - \$1,000	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.

ANALYSIS

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

The strategies and activities identified in the 2019 - 2020 SPSA were focused items that stakeholders agreed that were necessary for language arts/ELD teachers and students to be successful in meeting and exceeding the ELA/ELD Goal.

Alondra will continue to provide professional development at the site, as well as dive deeper into previous initiatives for the 2020 – 2021 school year.

Implementation

Alondra conducted PD on strategies for English language learners that all content areas use for all students, which added to overall increased student success in writing. The grade level teams met on a weekly basis to backwards map and plan lessons. The cycle of lesson development, observations, and feedback assisted in the consistency for the department. AVID training throughout the year was provided by site personnel and district personnel to help with the school-wide AVID strategy push.

Effectiveness

The AVID Excel program for 7th grade students was beneficial in motivating and contributing to increased reclassification rates based on the reclassification rate increase from the year before.

It is difficult to determine the full impact and effectiveness of these strategies/activities due to lack of adequate data available due to the school closure as a result of COVID.

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

Technology costs were added to support the teachers and students in meeting the goal. Teachers were able to better monitor, guide, and extend student learning appropriately at all times.

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.

After analyzing our data and strategies to meet our goals, stakeholders decided to continue with the activities and strategies outlined in the plan.

Stakeholders also discussed the need for increased technology costs and professional development as well as increased intervention costs to address learning gaps due to the school closure in Spring 2020 and subsequent Distance Learning for the 2020 – 2021 school year.

Goal 2 – Student Achievement: Math

School Goal for Math:

Increase student success for all students by focusing on quality professional development, collaborations, walkthroughs, and student outcomes as measured by assessment scores and student grades.

Identified Need

This goal was identified after analyzing multiple measures of data, stakeholders examined last available SBAC scores, and grade data.

Math Performance - SBAC Data:

2020: No SBAC data available due to COVID school closure

2019: 24% met/exceeded standard

2018: 24% met/exceeded standard

2017: 23% met/exceeded standard

Semester 2 Math Grade Data:

2020: 88.6% of all students in grades 6-8 received C or better

2019: 83.6% of all students in grades 6-8 received C or better

2018: 82.1% of all students in grades 6-8 received C or better

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Scores	24% met/exceeded standard based on last available reports	33% will score met/exceeded – 9% increase
MATH Grade Data	88.6% of 6-8 students earned an A,B, or C	Maintain 88.6% students earn A, B, or C

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development:

Teachers will be provided professional learning and support in mathematics instruction through professional development and coaching. Activities will include, but not be limited to the following:

- *Site Based Training (Instructional-Purposeful Lesson/Outcomes, Learning Targets & Success Criteria)
- *District Training (Thinking Classroom, Lead Teacher Meetings & CADT)
- *Collaborative lesson planning (weekly)
- *Planned Walkthroughs/Observations (this strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted)
- *AVID (Schoolwide Commitments & Continual training on goals established)
- *5 D's (Focus training & weekly planning on; Purpose, Learning Targets, & Success Criteria)
- *District (Math Collaboration, CADT)
- *Site Training (5 D's, ELL strategies, Instructional Lesson Planning)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Structured Teacher Planning Time SUBS -\$20,000	Title I
Walkthroughs/Observations - \$1,000	LCAP 1.43B
Collaborative Lesson Planning Hours - \$5,000	LCAP 1.43B
Materials & Supplies - \$15,000	Title I
AVID Training SUBS - \$5,000	LCAP 1.43B
Site Training SUBS - \$5,000	LCAP 1.43B
Conference Expenditures - \$10,000	LCAP 1.43B
Incentives - \$5,000	LCAP 1.43B

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math Academic Coach for Instructional Support

To identify students for interventions, assist with organization of and scheduling of interventions.

The coach will also support the instructional program using the following strategies:

- *Co-Planning/Collaboration (weekly M/S/SPED-lesson development, observations, feedback & outcomes)
- *Co-Teaching (team planning, modeling, discussions, observations, & next steps)
- *Plan and provide professional development (collaborate with team leads & assist in presenting all PD for the year)
- *STPT (Math/Science-lesson planning/development, 5 D's, Cycle of Inquiry-data analysis & goal setting)
- *Lesson Study (Math-6th, 7th, & 8th Grade Teams)
- *Observations/Feedback (weekly)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Coach Salary - \$156,178	LCAP 1.43B
Co-Planning Hours - \$5,000	LCAP 1.43B
Co-Teaching - \$1,000	LCAP 1.43B
Professional Development SUBS - \$10,000	LCAP 1.43B
STPT SUBS - \$10,000	LCAP 1.43B
Lesson Study SUBS - \$5,000	LCAP 1.43B
Observations/Feedback - \$1,000	LCAP 1.43B
Materials & Supplies - \$20,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials & Supplies

- *MATH/Science-PLTW/Electives/SPED Content Materials
- *Textbooks
- *Technology & Tech Materials
- *AVID Curriculum/Activities
- *PLTW Curriculum/Activities
- *Incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Content Materials & Supplies - \$10,000 \$10,000	LCAP 1.43B Title I
Textbooks - \$5,000	LCAP 1.43B
Technology & Tech Materials - \$10,000	LCAP 1.43B
AVID Supplies - \$5,000	LCAP 1.43B
PLTW Supplies - \$10,000	LCAP 1.43B
Incentives - \$5,000	LCAP 1.43B

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention

Provide students with targeted re-teaching of high-priority mathematics standards to address skill/concept deficits as measured by teacher assessments.

*After School Tutoring/Support (this strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted)

*Goal Setting

*Parent Meetings/Workshops

*Celebrate Success/Incentives

*MTSS

*Push-In Support/Pull-Out Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Teacher Hourly Rate With Benefits - \$5,000	LCAP 1.43B
SUBS For Trainings/STPT - \$5,000	LCAP 1.43B
Classified Hourly Rate With Benefits - \$5,000	LCAP 1.43B
SMART Goal Celebrations - \$5,000	LCAP 1.43B
Attendance Incentives - \$5,000	LCAP 1.43B
Behavior Incentives - \$5,000	LCAP 1.43B
Parent Materials & Supplies/Food - \$1,305	LCAP 1.43B

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.

ANALYSIS

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

The strategies and activities identified in the 2019 - 2020 SPSA were focused items that stakeholders agreed that were necessary for math teachers and students to be successful in meeting and exceeding the math goal.

Alondra will continue to provide professional development, as well as dive deeper into previous initiatives.

Implementation

The grade level teams met weekly to backwards map and plan lessons. The cycle of lesson development, observations, and feedback assisted in the consistency and growth for the department.

AVID training throughout the year was provided by site personnel and district personnel to help with schoolwide AVID.

Effectiveness

Stakeholders report students presented a higher level of understanding, motivation, and classroom engagement because of the strategies implemented.

Math grade data shows that student growth may have occurred, however it is difficult to determine the overall impact and effectiveness of the strategies used due to lack of SBAC data because of the school closure due to COVID.

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 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.

After analyzing the data and strategies to meet the goals, stakeholders decided to continue with the activities and strategies outlined in the plan.

Stakeholders also discussed the need for increased technology costs and professional development as well as increased intervention costs to address learning gaps due to the school closure in Spring 2020 and subsequent Distance Learning for the 2020 – 2021 school year.

Goal 3 – School Climate

School Climate Goal:

Maintain a safe and inviting learning environment where all staff build meaningful relationships with students and foster a strong sense of connection to school.

Identified Need

This goal was identified after analyzing multiple measures of data in attendance and suspension data.

Attendance Data:

*2020: 5.5 % Chronic Absenteeism

2019: 5.5% Chronic Absenteeism

2018: 4.8% Chronic Absenteeism

Subgroups (above overall rate) 2020

AA 12.4%

EL 5.8%

SWD 6.4%

Suspension Data:

*2020: 0.9% Suspension Rate

2019: 1.1% Suspension Rate

2018: 1.9% Suspension Rate

Subgroups (above overall rate) 2020

AA 8.2%

EL 1.1%

SWD 3.6%

*Reporting stopped at March 2020 due to school closure because of COVID pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data (all students)	5.5% Chronic Absenteeism	Maintain 5.5% Chronic Absenteeism or decrease by 1%
Suspension Data (all students)	0.9% Suspension rate	Maintain or decrease Suspension Rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development

- *Safe & Civil Training
- *Capturing Kids Hearts Training
- *STW Presentations/Training
- *Collaborative Planning
- *Walkthroughs/observations
- *Safe & Civil Team Site PD
- *Capturing Kids Hearts Site PD
- *Parent Workshops/Trainings/Meetings
- *Counselor Guidance Lessons-Training for Students
- *Mental Health Awareness
- *Counselors & Social Worker Training and Conferences
- *SARB Training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
SUBS for Attending Conferences - \$5,000	LCAP 1.43B
Collaborative Lesson Planning Hours - \$5,000	LCAP 1.43B
Materials & Supplies/Food - \$10,000	LCAP 1.43B
CKH's Training-\$10,000	LCAP 1.43B
CKH's Leadership Materials-\$5,000	LCAP 1.43B
Site Training/Walkthroughs/Observations SUBS - \$2,000	Title I
Parent Materials & Supplies/Food - \$3,305	Title I
Behavior Incentives - \$5,000	LCAP 1.43B
Attendance Incentives - \$5,000	LCAP 1.43B
Conference Expenditures - \$10,000	LCAP 1.43B

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials & Supplies

- *Electives Content Materials
- *CKH's Training & Materials
- *Safe & Civil Supplies
- *Technology & Tech Materials
- *WEB Activities
- *MESA
- *Extracurricular Clubs (this strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted)
- *Intramural (this strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted)
- *Behavior & Attendance Materials
- *Community Outreach/Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Electives Materials & Supplies - \$10,000	Title I
Elective Curriculum/Textbooks - \$5,000	LCAP 1.43B
CKH's Supplies - \$2,000	LCAP 1.43B
CKH's Leadership Curriculum \$2,000	LCAP 1.43B
Safe & Civil Incentive Supplies - \$5,000	LCAP 1.43B
Technology & Tech Materials - \$5,000	LCAP 1.43B
Schoolwide Supplies - \$10,000	LCAP 1.43B
AVID Curriculum/Activities - \$5,000	LCAP 1.43B
PLTW Curriculum/Activities - \$5,000	LCAP 1.43B
Behavior Incentives - \$5,000	LCAP 1.43B
Attendance Incentives - \$5,000	LCAP 1.43B
Field Trip Costs - \$5,000	LCAP 1.43B
Transportation Costs - \$5,000	LCAP 1.43B

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

TOSA & Intervention Support/Interventions

- *Teacher on Special Assignment
- *Intervention Leadership Teacher
- *Data Tech Support (Attendance, Schoology, Schoolmint, Parent Conferences & Master Schedule)
- *Counselor Individual/Group Interventions
- *Social Worker Interventions (parent support & workshops, behavior class support, gen ed support)
- *After School Tutoring/Support (team building/leadership program, academic-goal & attendance)
- *Team Building Activities (various clubs-green team, leadership, music, sports clubs & activities)
- *Goal Setting (academic, college & career, attendance, & behavior)
- *Parent Meetings/Workshops (based on survey & assessment needs)
- *Celebrate Success/Awards (quarterly & weekly attendance/behavior recognition)
- *MTSS (team meetings, parent meetings, and student planned action support)
- *Push-In Support/Pull-Out Support (behavior, leadership, and academic support)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
TOSA Salary - \$151,870	LCAP 1.43B
Data Tech Salary - \$22,966	Title I
After School Tutoring/Support - \$10,000	LCAP 1.43B
Team Building Activities-\$5,000	LCAP 1.43B
Parent Meetings/Workshops - \$3,305	LCAP 1.43B
Celebrate Success/Awards - \$5,000	LCAP 1.43B
Behavior Incentives - \$5,000	LCAP 1.43B
Attendance Incentives - \$5,000	LCAP 1.43B

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.

ANALYSIS

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

Implementation

Capturing Kids Hearts training was provided to improve school climate. HERO was purchased and at the beginning stages of implementation prior to the spring 2020 school closure. Students were awarded HERO points to exchange for prizes for portraying positive behavior expectations.

Students were targeted for attendance initiatives and were rewarded for improving attendance and behavior.

Professional Development work with Susan Issaacs; a consultant for Safe & Civil Schools program was also continued.

The leadership team engaged in on-going walkthroughs and observations throughout the year to monitor how effective and consistent our implementation of our schoolwide Safe & Civil procedures and the use of the social contract with Capturing Kids Hearts was going.

Effectiveness

Stakeholders report the school is an inviting environment where students feel a sense of connectedness and belonging "because of the programs, strategies, and commitments" that have been established on campus.

Title I parent survey results indicate 97.6% of parents agree and strongly agree that the school is, “a safe place” for their child.

Safe & Civil procedures, reporting forms, CHAMPS expectations, and relationship building strategies are consistently used with teachers and other stakeholders.

Attendance and suspension data for the 2019 – 2020 school year were incomplete due to the spring 2020 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.

The HERO program was not able to be fully implemented due to the spring 2020 school closure as a result of the COVID pandemic.

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

No changes will be made to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$295,290.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 278,022.00

State, and Local Funds

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

State or Local Programs	Allocation (\$)
LCAP 1.43B	\$540,900.00

Total of federal, state, and/or local funds for this school: \$ 836,190.00