

School Year: 2020-2021

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Collins School	19648736021380	October 27, 2020	November 9th, 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)

School-Wide Program Comprehensive Support and Improvement (CSI)

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.

Comprehensive Support and Improvement Plan (CSI) is identified throughout this School-Wide Plan as well as, an attached document has been inserted for more details.

Identified Focus Areas For the 2020-21 School Year Will Be:

All Students:

- Chronic Absenteeism
- Suspension

Student Group:

- English Learners

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

19-20 SPSA Annual Review & Updates:

School Site Council Meetings, ELAC Meetings, & Support Team Meetings-

- **May 22, 2020**– SSC, ELAC, & Leadership reviewed ELA and Mathematics data from the 2019-20 school year. Reviewed the 2019-20 SPSA and members made suggestions about reading and writing improvement for the 2020-21 school year. Suggestions were made to include extended afterschool intervention, teacher labs an professional development for ELA, expanding the anti-bullying and social-emotional programs that support student behavior, Math

pro for grades 3-5, AVID Day, additional college/university field trips, possible purchases of an online reading program, and upgrading technology.

- **June 4, 2020-** SSC, ELAC, & Support TEAM reviewed the End-of-the-Year grade data, due to Distance Teaching & learning Guidelines & curriculum as well as, reviewed the suggestions for the SPSA for 2020-21. Recommendations were made for academic coaches, support and materials for the new intervention teacher, teacher collaboration and professional development opportunities, expanding attendance incentive programs and parent support programs, college and career ready opportunities, assemblies, programs, college visits, and presentations. Additional recommendations were made for school climate initiatives such as Capturing Kids' Hearts.

- **June 24, 2020-**The Support TEAM, reviewed grade data, attendance, and assessment results to identify needs to consider for next year's SPSA plan. It was established that our coach and ELD teachers would conduct one on one conferences to bring awareness to the individual students through making commitment and setting goals. In addition, that we will have quarterly Collaboration/STPT for teachers to develop action plans with interventions.
- **August & September 2020-**Support TEAM reviewed goals established from last year, and developed actions, to continue for 2020-21. All stakeholders agreed that continuing with (Goal 3) Capturing Kids Hearts, Guidance lessons presented in class, along with our Safe & Civil procedures is beneficial for all students. We also discussed moving away from PIQUE parenting classes to monthly parenting workshops developed by parents through a survey would help with the attendance of parents and our community needs.

- **September 27, 2020** – Support TEAM reviewed grade data, attendance data, & assessment data from 2019-20. In addition, the Team reviewed a draft of the SPSA for 2020-21. Recommendations were made for academic coaches, support and materials for the new intervention teacher, teacher collaboration and professional development opportunities, expanding attendance incentive programs and parent support programs, college and career ready opportunities, assemblies, programs, college visits, and presentations. Additional recommendations were made for school climate initiatives such as Capturing Kids' Hearts.
- **October 27, 2020-SSC & ELAC committees** reviewed the SPSA draft for 2020-21 school year that included items added from suggestions made at the September 27, 1920 meeting.
- **November 2nd, 2020**– SSC members will approve the SPSA for the 2020-21 school year.

- **Our 2020-21 stakeholder involvement plan, began with our Support Team; academic coach, counselor, and administration meeting to analyze data to determine areas of gains and weaknesses. In September 2020, our Team Leads & Support Team discussed achievement data, uncovered needs, identified goals, improvement targets, and actions to focus on throughout the year. On October 11, 2020, the data was compiled, and goals were set by the TEAM Leads & Support Team. These goals were then presented and discussed with our ELAC and SSC committee members for their input, suggestions, and ideas to be included in the plan. The SPSA plan was then further discussed, reviewed, and approved on October 27 & 28, 2020.**

Resource Inequities

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

Collins Elementary students demonstrated a need to improve in all areas as evidenced by the results from the California School Dashboard. After interpreting these findings, the Comprehensive Needs

Assessment addresses the resource inequities by creating systems that are currently in place to sure up academic gaps and provide at risk students with interventions.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Assure High Quality Instruction in ELA & ELD- *Focusing on Collaborative planning, Professional Development -5 Dimensions of Teaching & Learning Lesson Planning, Foundational Reading Skills, & Planned Questioning at a Deeper Level*

Identified Need

Please Note: At the end of the year, June 2020, our TK-5th grade students were given only comments, as grades on their report cards. In addition, all students did not engage in any District, Site, & or SBAC assessment testing due to COVID-19 and school closures. The data presented is over a two-year time frame.

2019-2020 EOY K-1 FRS:

- Kinder: Letter Sounds – 79%, Phonemes Blending – 89%, CVC Words – 70%
- 1st Grade: Phonics – 60%, Decoding 1– 85%, Decoding 2 – 40%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten – Foundational Reading Skills	Letter Sounds – 79% Phonemes Blending – 89% CVC Words – 70%	Increase scores by 10%
First Grade – Foundational Reading Skills	Phonics – 60% Decoding 1 Syllable words – 85% Decoding 2 syllable words – 40%	Increase phonics scores to 75%
Grades 3-5 SBAC ELA 18-19	Overall 32%	Increase scores by 18%

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 Student Groups Represented

Strategy/Activity

Professional Development:

- Collaborative Planning-Weekly
- Structured Planning Time for ELA & ELD Quarterly
- Walkthroughs/Observations (weekly)
- Collaborative Lesson Planning (monthly)
- AVID Site Training
- 5 Dimensions of Teaching & Learning
- Site Training (Instructional-Purposeful Questioning/Lessons/Outcomes, Learning Targets, Success Criteria, & Engagement)

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, LCAP, and/or Title I.

Amount(s)

Source(s)

Structured Teacher Planning Time-\$5,000
 Walkthroughs/Observations-\$1,000
 Collaborative Lesson Planning-\$0
 AVID-\$5,000
 Site Training-\$3,000

LCAP/CSI
 LCAP/CSI
 LCAP
 LCAP/CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Instructional Support-ELA/ELD Academic Coach & Intervention Teacher:

- Planning (weekly collaboration ELA/ELD)
- Co-Teaching
- Professional Development (ELA/ELD/SPED)
- STPT (LEXIA-data analysis, 5 D's, ELL strategies)
- Observations/Feedback (all content teachers)

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, LCAP, and/or Title I.

Amount(s)	Source(s)
Coach Salary-\$150,473	LCAP
TOSA-Academic Coach-(TBD-\$150,473)	LCAP
Intervention Teacher-50% \$42,000	BLOCK GRANT/Title I
Co-Planning Hours-\$3,000	LCAP
Co-Teaching SUBS-\$5,000	LCAP
Professional Development SUBS-\$5,000	LCAP/CSI
Conference Expenditures-\$5,000	LCAP
Lesson Study SUBS-(\$3,000)	LCAP /CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Instructional Materials & Supplies:

- ELA/ELD/SPED Supplies
- 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, LCAP, and/or Title I.

Amount(s)	Source(s)
Content Materials & Supplies-\$10,000	TITLE I & LCAP
Textbooks-\$5,000	LCAP
Technology & Tech Materials-\$10,000	LCAP
AVID Supplies-\$5,000	LCAP
Incentives-\$1,500	LCAP/CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Intervention:

- Intervention (Math, ELA, ELD, SPED, & Homework)
- Goal Setting (during school day)
- Parent Meetings/Workshops (Based on Assessment Needs-ST Math, LEXIA, ELA, & Mental Health, etc.)
- Celebrate Success/Incentives (Quarterly/Weekly Recognition-behavior & attendance)
- MTSS (Meetings, Parent Meetings, Teacher Collaboration)
- Push In Support/Pull Out Support (Push In-RSP; One to One & Behavior Pull Out)

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-\$10,000 \$10,000	Title I LCAP/CSI
SUBS For Trainings/STPT-(\$10,000)	<i>Per Pupil</i>
Classified Hourly Rate with Benefits-\$5,000	LCAP
Librarian Salary-\$32,120	TITLE I
SMART Goal Celebrations-\$1,000	LCAP
Attendance Incentives-\$5,000	LCAP
Behavior Incentives/Hero Program-(\$5,000)	LCAP
Parent Materials & Supplies-\$2,000	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.

Data from 2018-19 Highlight Improvement in Student Achievement in Language Arts.

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 strategies and activities identified in the 2019-20 SPSA were focused items that stakeholders agreed that were necessary for our language arts/ELD teachers and students to be successful in meeting and exceeding our goal.

Everything that was planned last year was implemented. This year we will continue to focus on intervention for Foundational Reading Skills as well as provide teachers with additional training with reading and responding to text, writing, improving small group instruction, intervention opportunities for students, purchase new online programs, and provide additional support for English Language Arts and English Language Development.

In our transition to distance learning for the year 2019-2020, we will provide ongoing professional development and support to our students, families, and staff. Our coach provided support with online meeting platforms, such as Schoology Conference and Google Meet, as well as other technology-related educational resources to enhance digital lessons during distance learning (i.e. EdPuzzle, Flipgrid, Discussion Boards, etc.).

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. Wireless connections were installed in all classrooms. 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.

Collin Colts have been working on our transition to remote learning by providing ongoing professional development and support to our students, families, and staff. We have provided support with online meeting platforms, such as Schoology Conference and Google Meet, as well as other technology-related educational resources to enhance digital lessons during distance learning (i.e. EdPuzzle, Flipgrid, Discussion Boards, etc.).

We will provide high quality professional development at the site, dive deeper into the 5'Ds Lesson development, by training key grade level Team Leads for 2020-21 school year. We will conduct PD on strategies for English language learners that all content areas use for all students, which will add to our improvement in overall ELA & ELD. The grade level teams met on a weekly basis to backwards map and plan lessons. We will begin closely looking at the cycle of lesson development; by conducting observations & feedback. AVID training will be TK-5th throughout the year; our TEAM will provide site training to help with our schoolwide AVID strategy push.

Goal 2

Assure High Quality Instruction in MATH- *Focusing on Collaborative planning, Professional Development-5 Dimensions of Teaching & Learning-Lesson Planning, Peer to Peer Discussions, & Student written & oral Responses.*

Identified Need

Please Note: Our students were given grades of Pass/Fail at the end of the year on their report cards & did not engage in any District, Site, & SBAC assessment testing due to COVID-19 and school closures. The data presented is over a two-year time frame.

End of Year Benchmarks Grades K-5

Kinder:	91%
1st Grade:	57%
2nd Grade:	65%
3rd Grade:	26%
4th Grade:	18%
5th Grade:	33%

2019 SBAC Grades 3-5 – Overall 24%

- **Concepts & Procedures:** Above – 14%, Near – 24%
- **Problem Solving & Modeling/Data:** Above – 11%, Near – 36%
- **Communicating Reasoning:** Above – 10%, Near – 41%

Strengths: Kindergarten, 1st Grade, 2nd Grade

Area of Concern: Concepts & Procedures

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End-of-the-Year Mathematics Benchmark Assessments 2019-20	<ul style="list-style-type: none"> • Kinder: 91% • 1st Grade: 57% • 2nd Grade: 65% • 3rd Grade: 26% • 4th Grade: 18% • 5th Grade: 33% 	Increase student scores in kindergarten by 4%. First and Second grade by 18%. Third through fifth by 25%.
Gr. 3-5 Mathematics Overall	Overall 24%	Increase by 20%

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 Student Groups Represented

Strategy/Activity

Teacher Professional Development:

- Collaborative Planning-Weekly
- Structured Planning Time for Math (twice a year)
- Walkthroughs/Observations (weekly)
- Collaborative Lesson Planning (monthly)
- AVID Site Training
- 5 Dimensions of Teaching & Learning
- Site Training (Instructional-Purposeful Questioning/Lessons/Outcomes, Learning Targets, Success Criteria, & Engagement)

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, LCAP, and/or Title I.

Amount(s)

Source(s)

Structured Teacher Planning Time SUBS-\$5,000	Title I
Walkthroughs/Observations-(\$1,000)	LCAP
Collaborative Lesson Planning Hours-\$0	-
Materials & Supplies-\$15,000	LCAP
AVID Training SUBS-\$5,000	Title I
Site Training SUBS-\$5,000	LCAP/CSI
Incentives-(\$5,000)	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Instructional Support-ELA/ELD Coach & Intervention Teacher:

- Collaborative Planning-weekly collaboration
- Co-Teaching
- Professional Development (ELA/ELD/SPED)
- STPT (ST Math-data analysis, 5 D's, ELL strategies)
- 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, LCAP, and/or Title I.

Amount(s)	Source(s)
Coach Salary-(\$150,473)	LCAP
TOSA-Academic Coach-(TBD-\$150,473)	LCAP
Co-Planning Hours-\$3,000	Title I
Co-Teaching SUBS-\$5,000	LCAP
Professional Development SUBS-(\$5,000)	LCAP/CSI
Conference Expenditures-\$10,000	LCAP
STPT SUBS-(\$5,000)	LCAP/CSI
Lesson Study SUBS-(\$1,000)	LCAP/CSI
Observations/Feedback-\$1,000	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Instructional Materials & Supplies:

- Math/ELD/SPED Supplies
- Textbooks
- Technology & Tech Materials
- ST Math 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, LCAP, and/or Title I.

Amount(s)	Source(s)
Content Materials & Supplies-(\$6,000) (\$10,000)	LCAP Title I
Textbooks-\$10,000	Title I
Technology & Tech Materials-\$10,000	LCAP
AVID Supplies-\$5,000	LCAP
Incentives-(\$5,000)	LCAP/CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Intervention:

- Tutoring/Support (RSP & targeted students, & homework support afterschool)
- Goal Setting (during day-individually)
- Parent Meetings/Workshops (share Colts goals, data, create goals with their child/ren, needs assessment for future workshop interests-during school day and after)
- Celebrate Success/Incentives (SMART Goal celebrations when class meets goal/target, quarterly and semester awards/incentives)
- MTSS (Team meets with department to target students in need, meets with teacher, student, and parent to develop plan)
- 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-\$15,000	LCAP
SUBS For Trainings/STPT-\$1,000	LCAP/CSI
Classified Hourly Rate with Benefits \$5,000	<i>Per Pupil</i>
\$10,000	LCAP
SMART Goal Celebrations-\$1,000	LCAP
Attendance Incentives-(\$2,000)	LCAP
Behavior Incentives/Hero Program-(TBD)	LCAP/CSI
Parent Materials & Supplies/Food-(\$2,000)	LCAP

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.

Data from 2019-20 Highlights Improvement in student Mathematics.

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 Stakeholders agreed upon a school-wide focus on CGI and mathematical instructional routines, as well as growing teacher capacity in content knowledge. Money will be budgeted this year specifically for those items listed above including the new Math Pro online program and afterschool interventions for students.

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

Moving forward, changes will be made to Goal 2 Strategies 1-4. We will continue to use academic support; coach, PD, & Training as well as, focus teacher collaboration and planning towards CGI & mathematical instructional routines, as well as growing teacher capacity in content knowledge, as well as new online programs.

Chromebooks will be issued to all students (TK-5). ST math will be incorporated into our classrooms for extended support during and outside class instruction.

Schoolwide goal setting and celebrations will be conducted consistently with the development of our district assessments to determine the strengths and needs leading up to the end of year SBAC assessment for grades (3-5).

Goal 3

Ensure campus is safe and inviting where all stakeholders build meaningful deeper relationships with all stakeholders in order, to establish a sense of unity, school connectedness, and a desire for future college endeavors.

Identified Need

Please Note: The data presented is over a two-year period, due to COVID-19 and school closures.

Colts Overall Attendance:

Daily Attendance by Year:

- 2019-2020: 96.0%
- 2018-2019: 96.2%
- 2017-2018: 96.8%

Areas of Concerns:

Chronically Absent and Truant Students

- 2019-20: 103/648=16%
- 2018-19: 96/668=14%
- 2017-18: 85/684=13%

Suspensions:

- 2019-20: 0.6%
- 2018-19: 0.9%
- 2017-18: 2.4%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	.6%	Maintain or Decrease by .1%
Attendance	96%	Increase to 97%
Chronic Absenteeism Data	16%	Decrease Chronically Truant Students by 8%

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 Student Groups Represented

Strategy/Activity

Professional Development:

- Safe & Civil Training
- Capturing Kids Hearts Training
- AVID Workshops & Summer Institute Training
- Collaborative Planning
- Walkthroughs/Observations
- Safe & Civil Team Site PD

- Capturing Kids Hearts Site PD
- Parent Workshops/Training
- Counselor Guidance Lessons-Training for Students
- Mental Health Awareness
- Counselor & 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, LCAP, and/or Title I.

Amount(s)

Source(s)

SUBS for Attending Conferences-\$2,000	LCAP/CSI
Collaborative Lesson Planning Hours-(\$0)	-
Materials & Supplies/Food-(\$5,000)	LCAP
CKH's Training-\$10,000	LCAP/CSI
AVID Training-\$3,000	Title I
Parent Materials & Supplies/Food-(\$2,000)	LCAP
Behavior Incentives-(\$2,000)	LCAP/CSI
Attendance Incentives-(\$5,000)	LCAP
Conference Expenditures-(\$5,000)	LCAP/CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Instructional Materials & Supplies:

- Content Materials
- CKH's Materials
- Safe & Civil Supplies
- AVID School-Wide Supplies
- Technology & Tech Materials
- Extracurricular Clubs
- Behavior & Attendance Materials
- Community Outreach/Activities

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, LCAP, and/or Title I.

Amount(s)

Source(s)

Proposed Expenditures for this Strategy/Activity

Materials & Supplies-\$15,000 (\$5,000)	Title I LCAP/CSI
Curriculum/Textbooks-\$5,000	LCAP
CKH's Supplies-(\$2,000)	LCAP
Safe & Civil Incentive Supplies-\$5,000	LCAP/CSI
Technology & Tech Materials-(\$15,000)	LCAP
Schoolwide Supplies-(\$10,000)	LCAP/CSI
AVID Curriculum/Activities-\$5,000	LCAP
Attendance Incentives-(\$5,000)	LCAP
Field Trip Costs-\$1,000	LCAP
Transportation Costs-\$1,000	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups Represented

Strategy/Activity

Intervention Support/Interventions:

- Intervention Teacher
- Data Tech Support (Attendance, Schoology, SchoolMint, Parent Conferences & Master Schedule)
- Counselor Individual/Group Interventions
- Social Worker Interventions (parent support, workshops, & class support)
- After School Tutoring/Support (team building/leadership program, academic-goal & attendance)
- Team Building 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 (RSP, ELD, 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, LCAP, and/or Title I.

Amount(s)

Source(s)

Intervention Teacher-(50%-\$42,000)
Data Tech Salary-\$23,995
After School Tutoring/Support-(\$2,000)
Team Building Activities-(\$5,000)
Parent Meetings/Workshops-(\$2,000)
Celebrate Success/Awards-(\$5,000)
Behavior Incentives-(\$5,000)
Attendance Incentives-(\$5,000)

Block Grant/TITLE I/CSI
TITLE I
Title I/CSI
LCAP
LCAP
LCAP
LCAP/CSI
LCAP

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.

Data from 2018-2019 & 2019-2020 show some improvement in school climate with a decrease in suspension numbers and chronically truant 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.

Data from 2018-19 & 2019-20 show some improvement in school climate with a decrease in suspension numbers and chronically truant students. We will continue to focus on growing staff capacity to build a positive school culture, ensuring student attendance and positive behavior, as well as provide parents with the tools and strategies they need to support the same environment at home.

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

Collins Colts employees and community feel that our school needs to provide an inviting environment and that all stakeholders, and certainly for our children to feel a sense of connectedness and belonging because of the relationships, programs, strategies, and commitments to developing this environment on our campus daily. Based on last years' LCAP Survey results 91% of our parents feel that our campus is somewhat inviting and as a result, Collins had 96% attendance yearly rate. In addition, keep in mind that all funds have not been allocated, due to the COVID-19 Remote Teaching & Learning environment we are currently experiencing.

After analyzing our school environment, community needs, data, and strategies used to meet our goals, our Grade Level & Support Teams decided that our focus on incorporating the Capturing Kids Hearts program could have been rewarding and beneficial to all stakeholders if follow through and consistency was initiated creating a feeling of connectedness towards school and each other. This year we incorporated Community Building into our everyday schedule to consistently reach more students as well as inspire more staff to utilize the program. In addition, send additional staff certificated & classified members to training this year. To empower all staff members in clearly communicating effectively with all stakeholders, it was determined that the use of CKH's EXCEL method would help with being able to reach out in a calm, clear manner to provide a safe environment built on trust in order to assist with changing mindsets in order to effectively communicate and adapt to our diverse needs and current environment.

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 (Title I Allocation)	\$173,262
Total Federal Funds Provided to the School from the LEA for CSI	Activities that support the CSI activities will be funded through the district
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$173,262

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- Low Performance Block Grant	\$42,781
LCAP 1.43B	\$381, 630
LCAP 1.4B	\$19, 230
Total of federal, state, and/or local funds for this school:	\$597,673