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
Howard Tanner Elementary	19648730108779	October 20, 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)

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

Special Meeting via zoom May 2020 and September 2020
- The School Site Council met to review the current 2019-2020 school year, through data collection both academic and cultural. At that time, we also looked at what's ahead for the 2020-2021 school year and discussed areas that we needed to maintain, areas of need, and our successes. (The data was impacted due to the school closures which began in March 2020.)

September 2020
- The ELAC committee met via Zoom and relooked at data from the 2019-2020 school year. They then did a brainstorming session for the 2020-2021 school year plan. Those ideas were recorded during three breakout room sessions via zoom, and given to the School Site Council for their next meeting.
- That information was combined with the brainstorming completed by School Site Council. This information was then used, by the School Site Council and the principal, along with 2019-2020 data available, and previous years data to develop the 2020-2021 school plan.

October 2020,
- Using the information gathered in the September meetings, and data they could use from the previous school years, a school plan was fully developed and brought back to the School Site Council for review and approval.

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

High Quality Teaching and Learning - ELA/ELD

Identified Need

Because foundational skills need to be mastered before you can become a fluent reader, it is very important to have a strong foundation in this area. Benchmark scores show that kindergarten has had a decline in foundational skills since the 2016-2017 school year and first grade has shown a decline in foundational skills from the 2017-2018 school year, this has been enhanced to the Pandemic. In addition, data for Reading and Responding to text in grades 2-5 show that students need academic supports in reading to achieve grade level proficiency in both benchmark testing and the SBAC from the 2018-2019 School Year. *Since no benchmark or SBAC testing was completed in the 2019-2020 school year, the outcomes listed below reflect the most current end of the year data 2018-2019.*

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Segmenting (Kindergarten)	2016-2017 91.2% 2017-2018 65.8% 2018-2019 70.1%	2020-2021 6% increase from the 2018-2019 school year
CVC Words (Kindergarten)	2016-2017 86.3% 2017-2018 56.6% 2018-2019 63.6%	2020-2021 8% increase from the 2018-2019 school year
HFW (Kindergarten)	2016-2017 78.4% 2017-2018 56.6% 2018-2019 71.4%	2020-2021 8% increase from the 2018-2019 school year

HFW (1ST grade)	2017-2018 83.0% 2018-2019 72.2%	2020-2021 8% increase from the 2018-2019 school year
Phonics (1ST grade)	2017-2018 81.9% 2018-2019 75.0%	2020-2021 6% increase from the 2018-2019 school year
Reading and Responding to Text (Benchmark Scores EOY 2018-2019)	Grade 2 49% Grade 3 39% Grade 4 49% Grade 5 38%	2020-2021each grade will show an increase 5% at EOY testing from the 2018-2019 school year
SBAC Scores ELA 2019	Grade 3 40% Grade 4 33% Grade 5 39%	2020-2021 5% increase in each grade level from the 2018-2019 school year

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

Intervention teacher will continue to provide small group instruction in foundational skills and reading comprehension as a Tier 2 and Tier 3 intervention both online via Google Meet and when we are back on campus.

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)
$147,998	Title 1 & LCAP 1.43 B

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

The Academic Coach will provide professional development, resources, opportunities to collaborate and implement strategies learned to all teachers using Wonders and Supplemental materials aligned with the ELA State Standards and district guidelines. In addition, she will provide opportunities to participate in online trainings and provide co-teaching opportunities both on-site and during Distance Learning.

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)
$143,264	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

Provide opportunities both during Distance Learning (ex. Virtual Assemblies and workshops, Academic ELA Programs.) and on-site opportunities when back on campus (ex. In person Assemblies, and workshops) for hands-on learning. Purchase supplemental resources, such as online programs and materials to support all students including GATE, ELD and Special Needs learners (including, but not limited to *Read Naturally*) with the technology needed to run these programs effectively (including printers, computers, hardware)

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)
$25,000	Title 1, 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

Library Technician will provide instructional support and additional resources for ELA and ELD.

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)
$22,653	Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Opportunities for professional development will be provided for all teachers to increase instructional knowledge and to continue to provide quality education daily. This will include online and in person workshops, additional collaboration time with colleagues, and time with ELA coach and curriculum specialists.

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)
$8,000	Title 1, LCAP 1.43B

Annual Review

SPSA Year Reviewed: 2019-2020

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.

These strategies were fully implemented during both Distance Learning and On-Site Learning. The implementation was effective and very structured while on campus, but needed some revisions when we moved to online learning in March 2020. Overall, the strategies and activities listed build a solid foundation and helped to enhance learning and move our students forward. Now that formal testing is returning, the results will give us additional information.

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

N/A – Implementation saw no major differences while on campus, however was modified to align with online platforms when we moved to Distance Learning in March 2020.

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 remains consistent, even in the light of our current Distance Learning. It will be in full alignment with no change, when we are back to in person learning at the site.

Goal 2

High Quality Teaching and Learning - Math

Identified Need

Due to low proficiency on the benchmark testing and SBAC Math our school needs to look at math instruction, the use of instructional math routines and how we can increase consistency and implementation of inquiry-based lessons, and basic math fluency to increase academic performance *Since no benchmark testing was completed in the 2019-2020 school year, the outcomes listed below reflect the most current end of the year data 2018-2019.*

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Proficiency	18-19 45% for 3rd grade students	2020-2021 will show an increase of 7%
SBAC Claim Performance 3rd grade	18-19 20% Communicating Reasoning 18-19 18% Problem Solving Modeling/Data	2020-2021will show an increase of 6%-8% in each area of the SBAC Claim Performance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18-19 34% Concepts and Procedures	
SBAC Math Proficiency	18-19 30% for 4th grade students	2020-2021 will show an increase of 5%
SBAC Claim Performance 4th grade	18-19 10% Communicating Reasoning 18-19 9% Problem Solving Modeling/Data 18-19 22% Concepts and Procedures	2020-2021 will show an increase of 6%-8% in each area of the SBAC Claim Performance
SBAC Math Proficiency	18-19 20% for 5th grade students	2020-2021 will show an increase of 5%
SBAC Claim Performance 5th grade	18-19 9% Communicating Reasoning 18-19 9% Problem Solving Modeling/Data 18-19 11% Concepts and Procedures	2020-2021 will show an increase of 6%-8% in each area of the SBAC Claim Performance
K-5 Math Unit Assessments 2018-2019(Overall)	Kindergarten 82.4% 1st grade 63.8% 2nd grade 72.0% 3rd grade 31.6% 4th grade 63.5% 5th grade 53.1%	2020-2021 will show an increase of 5%-7% over the 2018-2019 assessments overall

Basic Math Fluency

	Add.	Sub.	Mult.	Div.
1st	95.8	94.4		
2nd	91.6	84.2		
3rd	90.5	81.1	66.3	56.8
4th	94.8	94.8	85.7	80.5
5th	93.7	96.2	74.7	75.9

Expected Outcome for Basic Math Fluency: 2020-2021 will show an increase of 6%-8% in each area of the SBAC Claim Performance in grades 2nd through 5th and will show a 2% - 3% increase in grade 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

The Academic Coach will provide professional development, resources, opportunities to collaborate and implement strategies learned to all teachers using district Math curriculum, resources and Supplemental materials aligned with the Math State Standards and district guidelines. In addition, she will provide opportunities to participate in the coaching cycle.

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)
$143, 264	LCAP 1.43 B

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

Grade level commitment will continue from the 2019-2020 school year, on full implementation of consistent instructional math routines, consistency in inquiry-based lesson planning and use of the curriculum guide. Opportunities for professional development will be provided for all teachers to increase instructional knowledge and to continue to provide quality education daily. This will include workshops both via zoom, during Distance Learning and in person, when we are back on campus, additional collaboration time with colleagues, and time to work with the academic coach or possibly curriculum specialists through the district.

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)
$8,000	Title 1, LCAP 1.43 B

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

Principal will purchase supplemental resources and materials, such as online programs to support all students including GATE, ELD and Special Needs learners (including Starfall, Math Facts Pro, and Read Naturally) and the technology needed to run these programs effectively (including printers, computers, hardware)

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)
$15000	Title 1, LCAP 1.43 B

Annual Review

SPSA Year Reviewed: 2019-2020

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.

This goal was implemented as described, and with the exception to going fully on line in March 2020, strategies and activities stayed intact.

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 goal was slighted reformatted to allow for Distance Learning which began in March 2020 and still be in full alignment when we are back 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.

The goal was slightly reformatted to allow for Distance Learning which began in March 2020.

The Annual outcomes listed are from the 2018-2019 school year, due to the Covid 19 Pandemic that had schools close for on campus instruction on March 13, 2020, and eliminated state and district testing at the close of the school year.

Goal 3

Create Positive School Climate and Environments Conducive to Learning

Identified Need

Although absenteeism, discipline referrals and suspensions at Tanner have decreased over the past three years, we still have 34 students who are considered chronically absent, missing 10% or more of the 180 school days required per year, and 52 students who fall into the category of 7% – 9% absenteeism. Now with the onset of Distance Learning and the Pandemic, more than ever we want to make sure we have behavior support and interventions in place that encourage appropriate behavior by all students, and motivate them to come to school daily.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10% or more absences per year	2017-2018 6% (30 students) 2018-2019 5% (23 students) 2019-2020 6.2% (34 students)	In 2020-2021 school year, we will decrease our percentage by 1% from the previous school year.
7% - 9% absences per year	2017-2018 10% (51 students) 2018-2019 11% (50 students) 2019- 2020 9.5% (52 students)	In 2020-2021, we will maintain the decrease of 1.5% from the 2019-2020 school year.
Suspensions	2017-2018 -13 incidents 2018-2019 – 5 incidents 2019-2020 – 1 incident	In 2020-2021, we will maintain only one incident throughout the year.
Discipline Referrals	2017-2018 97 incidents 2018-2019 62 incidents 2019-2020 49 incidents	In 2020-2021, we will show another decrease of 5 referrals throughout the year.

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

Targeted academic and behavior support for at-risk students, and students struggling due to the changes to our educational learning environment with programs for all students such as Second Step, and substitute release time for teachers to attend parent digital and on-site meetings/trainings.

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)
$6,000	Title 1, LCAP 1.43 B

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

When on-campus learning returns increase Noon Duty Aide Supervision to provide proactive, positive behavior support, and adhere to safety guidelines during unstructured time in all common areas

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)
$5,000	Title 1, 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

Professional Development, both online and in person training, for Classified and Certificated staff, on PBIS Safe and Civil strategies and interventions for building and sustaining positive relationships with students and their families, as well safety guidelines and protocols after the corona virus, so we are able to come back on campus with viable safety protocols and an action plan in place. (This may include specialized workshops, online or in-person conferences.)

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)
$1500	Title 1, 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

Attendance incentives provided for students who attend school daily both during Distance Learning and on-campus. Attendance workshops, supports and strategies offered to students and families who are chronically absent.

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)
$1500	Title 1

Annual Review

SPSA Year Reviewed: 2019-2020

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.

Over the past few years, we have implemented monthly attendance incentives, trimester attendance incentives and yearly attendance bonus incentives. In addition, our attendance committee which includes the principal have met with families individually and in group meetings to get a full view of why their students are not attending school. These strategies have reduced chronic absenteeism for Tanner. We were on track to continue our decrease in chronic attendance rates when the Corona virus hit in March 2020, however with the onset of the Pandemic are number increased slightly in 10% chronic absenteeism.

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

The plan was implemented as planned through March 2020, and had to be adjusted for online learning when students left on-site instruction due to the Pandemic.

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

This year, we will continue with our current implementation, but add in incentives and expectations that align with Distance Learning. A tiered attendance plan has been put into place and we are also aligning our implementation with the attendance guidelines set by the state. All areas to reinforce attendance and provide a positive school learning environment whether online or on-campus will be maintained, however additional areas in behavior support for at-risk students, and students struggling due the educational learning environment will be added. These additional areas can be found in Strategies 1-4 of Goal 3.

Goal 4

Parent and Community Partnerships

Identified Need

Through conversations in parent meetings, such as PTA, ELAC and School Site Council, as well as parent surveys, families expressed a need for increased knowledge of elementary curriculum in the areas of ELA and Math, ways to help their student while at home, as well digital technology training and knowledge, to be more fully equipped. They also expressed a continued need for opportunities to learn as a family.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey 2020' (This school offers trainings and workshops I can use to help my child's learning.)	41.5% Strongly Agree 51.5% Agree	Increased percentage to 95% overall and with an increased percentage in Strongly Agree by 5%.
Parent Participation – both online and	Averages of 15-20 parents attend parent meetings, such as ELAC or GATE, Coffee with the Principal, Technology Trainings online with the average increasing for the Coffees with the Principal to 30-45 when in person.	Increase parent participation at all parent meetings and workshops by a minimum of 10%.
Family Events	Averages of 200 parents attend family nights and events.	Increase family participation by 10%

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

Provide 2-4 opportunities per month for parents to attend schoolwide events either online or in-person, that address parent education, curriculum, technology, safety, social media and/or 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)
$2000	Title 1

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

Provide Family Events online and in person to learn and have fun together. Allow extra hours for staff to attend, facilitate and purchase supplies, if needed for each of these events when we return to in person instruction.

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)
$2000	Title 1

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

Provide opportunities where parents can get together and feel comfortable talking about the struggles of Distance Learning, provide strategies and activities that will help the Social Emotional welfare of our families. (Social Emotional Learning Opportunities through the site)

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)
$2000	LCAP 1.43 B

Annual Review

SPSA Year Reviewed: 2019-2020

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.

93% of parents stated that the school did provide trainings and workshops that helped them teach their child at home.

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

Strategies #1 and #2 were implemented as intended through March 2020, were slightly modified to promote online learning during the last trimester. Strategy #3 was delayed and did not happen due to the pandemic.

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

Parent's opportunities online will increase in 2020-2021 school year and due to the Pandemic, we are going to revise Strategy #3 for this school year, hopefully bringing it back when we are in a full-year of in person learning.

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	$ 130,105
Total Federal Funds Provided to the School from the LEA for CSI	$ N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 130,105

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 1.43 B	$296,700

Total of federal, state, and/or local funds for this school: $426,805