

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Major Lynn Mokler	19-64873-6021463	October 9, 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)

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

School Site Council Meeting (SSC)

May 19, 2020 at 9:00 am- The 19-20 SSC members conducted a review of goals. A needs assessment was conducted with parents to gather input on parental needs. Needs included one-to-one devices for students and parent technology trainings. Principal shared need for on-going teacher professional development in incorporating technology skills in different virtual platforms.

September 11, 2020 at 8:45 am- SSC members reviewed SB 98 guidelines in response to school closure due to COVID 19 Pandemic requiring districts to provide students who are engaged in distance learning "access to a full curriculum of substantially similar quality regardless of the method of delivery."

September 25, 2020 at 8:45 am- SSC members reviewed the allocated budget for the 20-21 school year, Title 1 Parent Survey results and English Language Arts data. State SBAC data and end of year school benchmark data were not available due to school closure.

Title 1 Parent Survey: With a return rate of 82%, the Title 1 Parent Survey indicated that 98.3 % of parents felt the school was a safe place. 99% felt the school environment is caring and supportive and 96% felt that the school actively seeks input from parents before making decisions.

99% of parents agreed or strongly agreed that their child was provided with high quality textbooks and materials and 97% agreed or strongly agreed that their child was provided the technology needed. Academic Data: The on-line purchase of Lexia Core 5 proved to be a valuable program during school closure in providing students with the tools necessary to continue ELA during distance learning. Committee revisited four goals and corresponding strategies and provided discussed the effectiveness of strategy.

Goal 1: High Quality Instruction in ELA/ELD and math: Coaches and Intervention teachers were highly effective in supporting classroom teachers with instructional core and Intervention Teachers provided Tier 2 and Tier 3 in-school and on-line supports during school closure for struggling students and newcomers. Due to budget reduction, a reduction in one Intervention Teacher was required. Committed voted to continue funding for teacher collaboration, purchase of laptops and accessories for teachers to continue virtual teaching, and interventions/enrichment upon school re-opening.

Goal 2: College and Career Readiness: Based on Title 1 Parent Survey, 73% of parents expect their child to complete their Bachelor or Masters Degree and 12% a vocational degree. Committee unanimously voted to continue AVID in grades 4-5 and revisit training opportunities for grade 3 (due to school closure, training was postponed in summer of 2020). Upon school reopening, committee voted to allocate funds for field trips, assemblies and college visits.

Goal 3: Creating positive school climate and environments conducive to learning. Committee voted to continue all actions with a reduction in allocated funds for playground supervisors during school closure only.

Goal 4: Parent and Community Partnerships: Parents unanimously voted to continue parent education trainings with a focus on technology and social emotional supports.

October 9, 2020: SSC members met to review School-wide attendance and suspension data. A review of the proposed changes to the SPSA was conducted. A motion to approve was made by Mrs. Sepulveda and second by Mrs. Rodriguez. All members unanimously approved the 2020-2021 SPSA.

English Learner Advisory Committee:

September 11, 2020 at 9:45 am- ELAC members reviewed SB 98 guidelines in response to school closure due to COVID 19 Pandemic requiring districts to provide students who are engaged in distance learning “access to a full curriculum of substantially similar quality regardless of the method of delivery.” Principal discussed ELACs advisory roll in providing input towards the development of the SPSA. Members were tasked with gathering input from other school families and bringing concerns to the next SSC meeting.

September 25, 2020 at 9:30 am-

Principal shared the progress on conducting initial ELPAC testing based on state guidelines for in person assessment.

ELAC members reviewed the allocated budget for the 20-21 school year, Title 1 Parent Survey results and English Language Arts data. State SBAC data and end of year school benchmark data were not available due to school closure.

Title 1 Parent Survey: With a return rate of 82%, the Title 1 Parent Survey indicated that 98.3 % of parents felt the school was a safe place. 99% felt the school environment is caring and supportive and 96% felt that the school actively seeks input from parents before making decisions.

99% of parents agreed or strongly agreed that their child was provided with high quality textbooks and materials and 97% agreed or strongly agreed that their child was provided the technology needed.

Academic Data: The on-line purchase of Lexia Core 5 proved to be a valuable program during school closure in providing students with the tools necessary to continue ELA during distance learning.

Committee revisited each goal and conducted an evaluation of the SPSA. Participants engaged in a discussion of each strategy.

Leadership Meeting

May 2020- Leadership team met to review end of year attendance and suspension data, progress on SPSA goals based at that time, and discussed staff needs for professional development due to school closure.

September 17 and 18 2020- Leadership team met to revise the MTSS process to determine needed interventions and on-going professional development in the areas of technology integration and Social Emotional Supports.

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

Resource inequities include the following:

Funding – Reduction of funding does not allow site to hire intervention teacher to support academic interventions.

Professional Development – School-wide need for professional development and follow-up training to support technology implementation, tiered interventions in ELA/ELD and math.

Systems – Need to revise school-wide MTSS system to identify and support academic needs based on learning loss during school closure.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Academics-High Quality Instruction in ELA/ELD and Mathematics

Identified Need

Due to suspension of State Summative Assessments, end of year academic data was not available. As part of the comprehensive needs assessment, stakeholders examined data from 2018-19 SBAC, and Lexia Core 5.

The data indicates a need to provide high quality data-driven instruction through the use of effective instructional designs, strategies, and progress monitoring.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
18-19 ELA SBAC Assessment Data Distance from Level 3	All students: -23 Eng. Learners: -76	Decrease distance from Level 3 by 5 points
18-19 SBAC Assessment Data Distance from Level 3	All students: -20 English Learners: -58	Decrease distance from Level 3 by 5 points
19-20 Lexia Core 5 Placement Test-	BOY % of students working at grade level=17% EOY % of students working at grade level=49%	Increase EOY % of students working at grade level to 59%

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 ELA and Math Instructional Coaches to support instruction through professional development planning, co-teaching, demonstration lessons, an intervention supports (MTSS).

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)

266,842

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

Provide Intervention Teacher to support Tier 2 and 3 interventions.

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)

\$140,068

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

Purchase computers/printers/hardware and accessories to support technology-based instruction in ELA, ELD and Math.

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)

25,000

4,000

LCAP

Title 1

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

Purchase supplemental online program to support ELA/ELD and Mathematics

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)

\$5,000

LCAP

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

Library Technician supports instructional support and 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, LCAP, and/or Title I.

Amount(s)

Source(s)

28,000

Title 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional development and collaboration (conferences, trainings, extra hours).

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)

12,000

LCAP

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At risk and GATE enrichment students

Strategy/Activity

Provide afterschool programs to support interventions/enrichments (materials and teacher extra hours compensation)

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)

4,000

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.

Ongoing teacher collaboration with support from Instructional Coaches, targeted in school interventions by Intervention Teachers and strategic computer based ELA software used during small group instruction and Distance Learning (due to COVID 19 school closure) indicated gains for all students in ELA on mid-year benchmark assessments and EOY progress towards standards from Lexia Core 5.

Math and ELA coaches supported school-wide instructional needs through effective planning, co-teaching, and reflection of results during collaboration and individual teacher support. Through coach support, improvements in collaboration have been made as evident by the development of common formative assessments, targeted instruction, and reflection.

Purchase of computers was essential to support distance learning needs.

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

State summative data not available due to 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.

Goals and strategies will remain the same for the 20-21 school year. Metrics will include state summative assessments and web-based programs to measure academic progress.

Goal 2

College and Career Readiness

Identified Need

As part of the comprehensive needs assessment, stakeholders examined data from Title 1 Parent Survey and 19-20 Attendance data.

AVID: Fourth and fifth grade teachers implemented AVID strategies after attending summer training however did not complete a full year of implementation due to school closure. An end of year assessment of the implementation was not conducted.

Attendance: Chronically Absenteeism was at 8%, a one percent increase from the previous year. Attendance during Distance Learning may impact chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Database Percentage of students that are Chronically Absent	8% in 2019-2020	Decrease number of students who are chronically absent by 5 students
Number of classrooms implementing AVID	6 out of 21 classes currently implementing AVID strategies	Increase number of classroom teachers trained in AVID by 4 classrooms
Title 1 Parent Survey Participation	81.9% completion	Increase participation 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)

Third-Fifth Grade

Strategy/Activity

Provide professional development for teachers in grades 3-5 on AVID strategies through on-going professional development and collaboration.

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)

\$2000

LCAP

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 assemblies and enrichment activities with outside consultants in areas such as science, social studies, growth mindset, diversity, and bully awareness, etc.

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)

\$5,000

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

Promote a college bound environment by promoting school-wide attendance incentives and college-bound materials and supplies.

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)

\$4,000

LCAP

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

Provide students with the opportunity to enhance learning by attending different types of field trips such as but not limited to: science center, colleges and universities, museums, etc. *This strategy will*

be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

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)

10,500

Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students at risk of becoming chronically absent

Strategy/Activity

Data Technician monitors students with excessive absences by conducting one-on-one parent calls and meetings to discuss impact on education and provides certificates for students who have perfect attendance. Purchase incentives for students demonstrating attendance.

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)

29,000

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.

Due to COVID-19 school closure, school-wide assemblies and field trips were placed on hold. All students in grades 4 and 5 implemented components of AVID strategies such as goal setting,

organizational planning and focused note taking based on teacher observations. Deeper implementation and refinement is needed.

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

Grade 3 teachers did not participate in summer institute due to 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.

Provide training to teachers new to AVID through Professional Development opportunities.

Goal 3

Creating positive school climate and environments conducive to learning.

Identified Need

As part of the comprehensive needs assessment, stakeholders examined database. Informal teacher survey indicated a need to focus on the social emotional needs of students and building relationships.

Total number of unduplicated suspensions reduced from 3 to 0.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey results	Of the 465 responses, 99% of parents feel that the school environment encourages respect among students and adults	Increase percentage of return by 5%
Title 1 Parent Survey results	Of the 465 responses, 99% of parents feel that the school is caring and respectful.	Increase percentage of return by 5%
Synergy Suspension Report	0 recorded suspensions	Maintain

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 Noon Duty Aide supervision and collaboration to provide proactive, positive behavior supports in all common areas. *This strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.*

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)

9,000

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers and staff with professional development on building and sustaining positive student and parent relationships using the following PBIS approved programs: Safe and Civil, Capturing Kids Hearts and Second Step

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)

2,000

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

Provide substitute release time for teachers to participate in MTSS parent meetings

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)

3,000

LCAP

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.

Safe and Civil school wide common area expectations including guidelines for success have been communicated to all stakeholders (teachers, parents and students). Reduction in number of suspensions and office referrals indicated positive proactive strategies were a positive gain. Mokler school awarded the California Cares award from the PBIS coalition.

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

Second Step was implemented in Kindergarten and due to COVID 19 School Closure, the program was not fully implemented.

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.

Implement Second Step in all TK-5 classrooms.

Goal 4

Parent Involvement: Increase opportunities for parents to participate in meaningful high impact activities that support teaching and learning.

Identified Need

As part of the comprehensive needs assessment, stakeholders examined data from Title 1 Survey and observational parent feedback. Of the 465 Title 1 Surveys returned,

- 100% of parents agreed that all materials were provided in English and Spanish
- 97% of parents agreed that the school actively seeks input from parents
- 97% of parents agreed that the school offers training and workshops that can help child's learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	465 responses =81.9% return rate	Increase number of responses by 5%
Average number of parent attendees during parent education workshops	30	Increase number of parents attending meetings by 5%
Parent Meeting Log	2 meetings conducted per month	Maintain

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 monthly parent education classes to address school-wide needs including academic support, attendance, technology, mental health awareness and English Language Development. Live stream virtual parent meetings.

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)
1,000	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Family Nights and event that engage parents in their child's education.

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)

\$1,000

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.

Parent meetings were conducted weekly and parents who attended stated the parent workshops were helpful in addressing needs.

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

Parent participation continued to be an area of struggle with an average of 30 parents per meeting.

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.

Live stream parent meetings so working parents can participate.

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)	\$ 183,596
Total Federal Funds Provided to the School from the LEA for CSI	\$ NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 183,596

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 Academic Intervention	\$359,320

Total of federal, state, and/or local funds for this school: \$542,916