

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
Mark Keppel Elementary	6021455	October 23, 2020	November 9, 2020

Purpose and Description

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

School-wide 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 Meetings

October 2, 2020

Mr. Naruko explained the role of the School Site Council (SSC) including the development, monitoring, and evaluation of the School Plan (SPSA). He explained that the plan includes the identification of site needs, development of site goals, analysis of progress, and allocation of resources including 2020-2021 Title 1 funding.

Mr. Naruko reviewed available SBAC student achievement information, district benchmarks, school-wide discipline, attendance, and Title 1 survey results.

Mr. Naruko asked all attendees to consider areas of need based on data shared. He stated at the next meeting, the SSC will be providing input as part of the development of the 2020-21 SPSA.

October 16, 2020

Mr. Naruko provided an analysis of last year's goals and the strategies that were designed to enact improvement. He reviewed all the strategies and requested input in the development of the 2020-21 SPSA.

Goal 1: High Quality Instruction in ELA/ELD and Mathematics Strategies included provision of Math coach and ELA coach. Mr. Naruko explained their role in providing professional development, facilitating meetings, and planning with teachers. All SSC members confirmed the need to continue using coach support to provide high-quality instruction. Mr. Naruko explained that the Intervention Teacher position was effective in providing targeted interventions for students

but was no longer an option due to budget reduction. He continued to share that AR Reader was not effective this year due to the pandemic. Site will continue to identify the purchase of online programs that support student reading achievement. Mr. Davies recommended that SSC support virtual assemblies, web-based programs, and online tutoring. Karen Ramirez recommended that SSC support after school interventions as well as hot spots to support online learning

Goal 2: College Career Readiness

Edna Murguia recommended that Keppel provide funding of Math clubs, GATE, enrichment programs, and other clubs for students after school. Mr. Naruko mentioned that he agreed and stated that the 2020-21 SPSA can retain the same strategy as last year. Again, he stated that the closure of schools did not allow all these programs to take place. Mr. Davies agreed that after-school programs should continue.

Goal 3: English Learners

Mr. Naruko reviewed an analysis of Eng. learner data and Title I Parent Surveys. He stated that there was a significant discrepancy between non-ELs and Eng. learners in both ELA and mathematics. Mr. Naruko continued to review strategies from last year. Mr. Davis states a need for school-wide assemblies, for example virtual assemblies. Ms. Robert suggested the implementation of Lexia online program for students in ELD and RSP. Mr. Naruko responded in agreement and elaborated on the roll out of K-2's success and the example our school will provide in the success of Lexia.

October 23, 2020

Mr. Naruko thanked the members of SSC for their role in developing the 2020-21 SPSA. He explained that their input was used to identify needs and allocate resources including Title I and LCAP funding. Mr. Naruko shared the final draft of the 2020-21 SPSA. Mr. Naruko reviewed each goal and strategy individually and asked for any final comments or questions.

Mr. Davies stated that the goals and action steps were very clear. Mr. Naruko asked for a motion for approval. Hakeem Davies motioned for approval of the school plan. SSC parent member, Jennifer Cortez seconded the motion. All members voted to approve the 2020-21 SPSA. The SPSA was approved by the Keppel School Site Council on October 23, 2020. Mr. Naruko stated that the next step is to submit the plan to Projects Office for review and then to the PUSD School Board for approval.

Goal 4: Parent Involvement

Mr. Naruko reviewed data from Parent Surveys. The data indicated a need to provide parent workshops to teach parents strategies to help their child. Mr. Naruko stated that parent workshops were provided through February 2020 until the closure. He shared that 2019-20 included the following:

PIE Meetings

Family Nights

Classroom Materials Distribution Day

Mr. Davis mentioned that there is a need to provide events where students share their success with their parents. Edna Murguia suggested that parents come to the school when there is something free to give away. Jennifer Cortez agreed. Ms. Robert mentioned events that build community include lunch on the lawn (fun events).

English Learners Advisory Committee

October 16, 2020

Mr. Naruko explained the role of the English Learners Advisory Committee. He stated that their role is to provide input to the development, monitoring, and evaluation of the School Plan (SPSA) as it relates to the needs of English learners. He explained that the process of School Plan development includes the identification of site needs and goals, analysis of progress, and allocation of resources including 2020-2021 Title 1 funding. Mr. Naruko reviewed SBAC student achievement information, school wide discipline, attendance, and Title 1 survey results. He stated that data was limited due to the pandemic and closure of schools. Mr. Naruko pointed out the discrepancy between non-English learners and English learner's achievement scores on SBAC and district benchmark exams including Foundational Reading Skills assessments. Mr. Naruko asked all attendees to consider areas of need based on data shared. Karen Ramirez

recommended that after-school interventions be provided to students to support ELA/ELD and mathematics. She also recommended that hot spots be provided to support online learning. Mr. Naruko explained that hot spots can be obtained through a principal request. The attendees agreed. Mr. Naruko stated the recommendation will be addressed at the School Site Council meeting as input from ELAC

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.

Systems – As part of a school-wide MTSS system, identification of needs and provision of attendance and academic supports are needed .

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 the suspension of State Summative Assessments, 2019-20 end-of-year academic data is not available. As part of the comprehensive needs assessment, stakeholders examined data from 2018-19 SBAC, 2018-19 and 2019-20 Unit 3 district benchmark assessments.

The data indicates a need to provide high quality data-driven instruction through the use of effective instructional designs, strategies, and progress monitoring. Additionally, there is a need to provide effective interventions using an RTI model.

EOY Kindergarten Foundational Reading Skills (2019-20 data unavailable to Pandemic)				
	2017-18 HFW	2018-19 HFW	2018-19 CVC	2019-20 CVC
Non-Eng. Learners	93%	80%	83%	72%
Eng. Learners	74%	79%	61%	68%

EOY Grade 1 Foundational Reading Skills (2019-20 data unavailable to Pandemic)				
	2017-18 HFW	2018-19 HFW	2017-18 Phonics	2018-19 Phonics
Non-Eng. Learners	90%	93%	89%	92%
Eng. Learners	69%	63%	74%	70%

Grades 2-5 ELA Unit 3 (EOY data unavailable do to pandemic)				
	2018-19 Genre Writing	2019-20 Genre Writing	2018-19 Reading and Responding to Text	2019-20 Reading and Responding to Text
Non-Eng. Learners	49%	43%	40%	57%
Eng. Learners	20%	15%	11%	41%

2018-19 SBAC ELA and Math (2019-20 Results unavailable due to pandemic)				
	Met/Exceeded		Distance from Level 3	
Non-Eng. Learners	ELA 59%	Math 52%	ELA +10	Math 0
Eng. Learners	ELA 15%	Math 14%	ELA - 63	Math - 63

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 ELA SBAC Assessment Data Distance from Level 3	2018-19 Non-Eng. Learners +10 Eng. Learners -63	Improve 2020-21 ELA SBAC Assessment Data by 10 points (Distance from Level 3)
2020-21 Math SBAC Assessment Data Distance from Level 3	2018-19 Non-Eng. Learners 0 Eng. Learners -63	Improve 2020-21 Math SBAC Assessment Data by 10 points (Distance from level 3)
2020-21 Foundational Reading Skills Kindergarten – CVC Words	2018-19 Non-Eng. Learners 83% Eng. Learners 61%	Improve CVC by 7%
2020-21 Foundational Reading Skills Kindergarten – HFW	2018-19 Non-Eng. Learners 80% Eng. Learners 79%	Improve HFW by 7%
2020-21 Foundational Reading Skills Grade 1 – Phonics	2018-19 Non-Eng. Learners 92% Eng. Learners 70%	Improve Phonics by 7%
2020-21 Foundational Reading Skills Grade 1 – HFW	2018-19 Non-Eng. Learners 93% Eng. Learners 63%	Improve HFW by 7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 2 Benchmark Reading and Responding to Text	2018-19 Non-Eng. Learners 42% Eng. Learners 21%	Improve score by 7%
Grade 3 Benchmark Reading and Responding to Text	2018-19 Non-Eng. Learners 39% Eng. Learners 25%	Improve score by 7%
K-2 LEXIA Data Completion of Units	2020-21 N/A	75% of K-2 students meet their goal for completion of units

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 Math Instructional Coach to support instruction through professional development, planning, co-teaching, demonstration lessons, and intervention support (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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$149,467

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 ELA/ELD Instructional Coach to support instruction through professional development, planning, co-teaching, demonstration lessons, and intervention support (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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$154,301 (Title I \$77,150.50) (LCAP \$77,150.50)

Title I and LCAP

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 supplemental online programs 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$6,000

Title 1 and 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 computers/printers/hardware and software to support technology-based instruction in 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I \$6,199 LCAP \$20,000

Title I and 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

Provide Library Tech to provide 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$32,491

Title I

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 Fieldtrips and/or Assemblies including web-based activities to support grade-level curriculum, content, attendance, and Safe and Civil.

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 I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide after-school interventions and enrichment programs 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I \$3,000 LCAP \$2,000

Title I and LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental materials, books, and resources to improve achievement 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title \$10,000 + LCAP \$20,000

Title I and LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teacher collaboration, planning time, and professional development and resources to support all students including English learners.

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)
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\$10,000	LCAP
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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 the suspension of state summative assessments for the 2019-20, academic data is not available. Therefore, as part of the comprehensive needs assessment, stakeholders examined available data from 2018-19 SBAC data and 2018-19 EOY district benchmark assessments.

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 as evident by increase in use of Schoology and Google Meet.

Use of Accelerated Reader was limited access of books due to closure of schools, and libraries.

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

Goal 1 strategies were limited or due to closure of schools including:
 Provision of field trip/assemblies and after-school programs
 Limited opportunities to provide after-school interventions and supports due to closure of schools.

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 2020-21 school year. Metrics will include web-based programs to measure academic growth (LEXIA)

Goal 2

College and Career Readiness

Identified Need

As part of the comprehensive needs assessment, stakeholders examined available site data including attendance, discipline, and Title I Survey participation rate.

The data indicates a need to promote a Safe and Orderly Learning Environment and reduction of Chronic Absenteeism as a means to promote College and Career Readiness. Additionally, the Title I data indicates a need to improve parent involvement.

It was noted that attendance data during Distance Learning may impact chronic absenteeism.

Number of Students who are Chronically Absent (End of March)	
2018-19	2019-20
12% (58 students)	12% (57 Students)

Unduplicated Suspensions (End of March)	
2018-19	2019-20
Number of Suspensions – 3	Number of Suspensions – 3
Title I Parent Survey Participation Rate	
2019-20	
63%	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Database Number of Suspensions	3 Unduplicated Suspensions in 2019-20	Reduce the number of Unduplicated Suspensions to 0
Synergy Database Percentage of students that are Chronically Absent	12% of students were chronically absent in 2018-19	Decrease the number of students who are chronically absent by 5%
Title I Parent Survey Participation Rate	63%	Increase Title I Participation Rate 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 Parent Meetings/Workshops to support attendance, academics, parent involvement, and a Safe, Civil, and Orderly Learning Environment

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)

\$1000

Title I

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 Professional Development to staff to support a Safe, Civil, and Orderly Learning Environment

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)

Previously Funded – Goal 1, Strategy 9

LCAP

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 School-wide assemblies and programs to promote attendance and a Safe, Civil, and Orderly Learning Environment.

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)

Previously Funded – Goal 1, Strategy 6

Title and LCAP

Strategy/Activity

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Grade 5 Students

Strategy/Activity

Provide materials to support AVID strategies into daily 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)

\$1,000

LCAP

Annual Review

SPSA Year Reviewed: 2018-19

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 the closure of schools, provision of parent workshops and school-wide assemblies was placed on hold as of March, 2020. However, parents received training on Safe and Civil, home and school safety, and strategies to help their child at home.

Additionally, teacher received training on Safe and Civil implementation and provision of Safe and Civil assemblies were provided to all 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.

Due to the closure of schools, the following were not fully implemented:

Monthly parent workshops and assemblies were suspended.

Grade 5 college field trip was cancelled.

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

Included in the 2020-21 SPSA is the following:

In order to support learning, all grade 5 teachers have received Year 1 AVID training and will implement AVID strategies on a daily basis. (Goal 2, Strategy 5)

Goal 3

English Learners

Identified Need

As part of the comprehensive needs assessment, stakeholders examined data including SBAC, district benchmark assessments, ELPAC, and Title I Survey results.

The data indicates a significant discrepancy between English learners and Non-English learners in ELA and mathematics.

EOY Kindergarten Foundational Reading Skills (2019-20 data unavailable to Pandemic)				
	2017-18 HFW	2018-19 HFW	2018-19 CVC	2019-20 CVC
Non-Eng. Learners	93%	80%	83%	72%
Eng. Learners	74%	79%	61%	68%

EOY Grade 1 Foundational Reading Skills (2019-20 data unavailable to Pandemic)				
	2017-18 HFW	2018-19 HFW	2017-18 Phonics	2018-19 Phonics
Non-Eng. Learners	90%	93%	89%	92%
Eng. Learners	69%	63%	74%	70%

Grades 2-5 ELA Unit 3 (EOY data unavailable do to pandemic)				
	2018-19 Genre Writing	2019-20 Genre Writing	2018-19 Reading and Responding to Text	2019-20 Reading and Responding to Text
Non-Eng. Learners	49%	43%	40%	57%
Eng. Learners	20%	15%	11%	41%

2018-19 SBAC ELA and Math (2019-20 Results unavailable due to pandemic)				
	Met/Exceeded		Distance from Level 3	
Non-Eng. Learners	ELA 59%	Math 52%	ELA +10	Math 0
Eng. Learners	ELA 15%	Math 14%	ELA - 63	Math - 63

English Language Proficiency Assessments for California – Reclassification Rate		
	2018-19	2019-20
Number of English Learners	240 (51%of total)	182 (39%)
Number of Students who have been Redesignated Fluent English Proficient	35 (14%)	16 (8%)

Title I Parent Survey Indicators that Support English Learners			
	Very Satisfied/Satisfied	Dissatisfied/Very Dissatisfied	Did Not Participate
Enrichment Opportunities	48%	3%	49%
Academic Interventions (i.e. Tutoring)	55%	4%	41%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Survey Results	55% of parents are satisfied with Academic Interventions	Increase percentage by 10%
ELA SBAC Assessment Data Distance from Level 3	Non-Eng. Learners +10 Eng. Learners -63	Improve ELA SBAC Assessment Data by 10 points
Math SBAC Assessment Data Distance from Level 3	Non-Eng. Learners 0 Eng. Learners -63	Improve Math SBAC Assessment Data by 10 points
Foundational Reading Skills Kindergarten – CVC Words	Non-Eng. Learners 67% Eng. Learners 73%	Improve CVC by 7%
Foundational Reading Skills Kindergarten – HFW	Non-Eng. Learners 75% Eng. Learners 83%	Improve HFW by 7%
Foundational Reading Skills Grade 1 – Phonics and HFW	Non-Eng. Learners 93% Eng. Learners 71%	Improve Phonics by 7%
Foundational Reading Skills Grade 1 – HFW	Non-Eng. Learners 91% Eng. Learners 64%	Improve HFW by 7%
Grade 2 Benchmark Reading and Responding to Text	Non-Eng. Learners 42% Eng. Learners 21%	Improve score by 7%
Grade 3 Benchmark Reading and Responding to Text	Non-Eng. Learners 39% Eng. Learners 25%	Improve score by 7%

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 parents with resources to support language needs including provision of translators, workshops, and materials as well as strategies to help their child with school including English learners

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)

Previously Funded – Goal 2, Strategy 1

Title I

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 Math Instructional Coach to support instruction through professional development planning, co-teaching, demonstration lessons, and intervention support (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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Previously Funded – See Goal 1, Strategy 1

LCAP

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 ELA Instructional Coach to support instruction through professional development, planning, co-teaching, demonstration lessons, and intervention support (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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Previously Funded – See Goal 1, Strategy 2

Title I and LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide collaboration, planning time, and professional development to support English Learners

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)

Previously Funded – See Goal 1, Strategy 9

LCAP

Annual Review

SPSA Year Reviewed: 2018-19

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 the suspension of state summative assessments for the 2019-20, academic data is not available. Therefore, as part of the comprehensive needs assessment, stakeholders examined available data from 2018-19 SBAC data and 2018-19 EOY district benchmark assessments.

The available data does indicate a discrepancy between non-English learners and Eng. Learners. Additionally, available data shows a decrease in the number of students who were reclassified in 2019-20.

In 2019-20, targeted ELD instruction was provided by teachers as well as ELA and Math coaches who also supported English learners through planning and teaching of integrated and designated ELD lessons. Professional development was provided by both coaches and district specialists during the 2019-20 school year.

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

Provision of ELD professional development, collaboration, and instruction was limited due to pandemic as well as face to face instruction for ELD.

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 2020-21 goal and strategies will be maintained for 2020-21.

Reclassification rate will be added as a data source for the 2020-21 school year.

It is noted that early implementation of designated ELD will be conducted through distance learning platform (Google Meet)

Goal 4

Parent Involvement

Identified Need

As part of the comprehensive needs assessment, stakeholders examined data from the Title I Survey as well as number of parents who completed the Title I Survey. (63% - Goal 2 data)

Title I data indicates 95% satisfaction in key areas. Due to pandemic, limited number of parent workshops were provided and average number of attendees was less than 40.

Title I Parent Survey	
I am welcome at the school at any time.	98%
This school provides information in a language I understand	99%
This school offers training and workshops that I can use to help my child's learning	95%
I am a valued partner.	99%
I read with my child.	97%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education Workshop	Total of 5 parent ed. workshops held in 2019-20 (Incomplete data due to pandemic)	Continue to provide monthly parent workshops and increase number of parents by 10%
Event Calendar	Provide monthly event calendar to families (Met goal through March, 2020 due to pandemic)	Continue to provide monthly family event calendar upon return to school

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 Partners in Education meeting (PIE) to address school-wide needs including technology, academic support and attendance. To increase attendance, student presentations will be added as well as giveaways.

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)

Previously Funded – Goal 2, Strategy 1

Title I

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 workshops, assemblies, and events to support 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Previously Funded – Goal 2, Strategy 1

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

Provide events, activities and assemblies that promote parent involvement

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)

Previously Funded – Goal 1, Strategy 6

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

Parents who attended workshops stated that the workshops/meetings were helpful in providing them with a better understanding of school practices and programs. Number of workshops was limited due to closure of schools. However, translators were offered at all parent workshops.

Monthly calendars of school events were provided until March, 2020. This reduced the number of phone calls made to the office to request 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.

This was a new goal. The number of attendees at parent workshops was low (average of 40 attendees). This will provide us with a baseline to improve.

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

To increase the number of attendees to parent workshops, inclusion of student presentations and giveaways will be included to the 2020-21 strategies.

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	\$ 148,497
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	\$148,497

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	\$293,341

Total of federal, state, and/or local funds for this school: \$441,838