

School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wesley Gaines	19-64873-602-1398	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 Title I

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.

NA

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

September 11, 2020 - Annual review of goals including a review of data from the 19-20 school year. Shared that there was no SBAC data to compare overall achievement and achievement of English Learners due to cancellation of state testing in Spring 2020. Shared survey data from the Title I Parent Survey showing the percentage of parents who volunteered at their child's school. The number of parents reporting that they have never volunteered at school decreased from 46.8% in 2018-2019 to 39.5% in 2019-2020. All goals were implemented with some adjustments as of March 13, 2020 when distance learning began. Anticipated growth for student achievement as demonstrated by SBAC scores was unable to be compared. Shared proposed focus areas and goals for the 2020-2021 school year and will gather input from ELAC committee.

October 9, 2020 – Reviewed proposed goals, actions, and budget for 2020-2021 school year. Connected to findings from comprehensive needs assessment. After reviewing all three goals and strategies associated with each, the SSC unanimously approved the School Plan for Student Achievement for the 2020-2021 school year.

English Learner Advisory Committee

September 11, 2020 – Reviewed proposed focus areas and goals for SPSA. Shared focus on EL achievement, continued intervention with personnel and materials to support. The committee had no additional suggestions to add to the plan at this time.

October 9, 2020 - Reviewed proposed goals, actions, and budget for 2020-2021 school year. Connected to findings from comprehensive needs assessment. After reviewing all three goals and strategies associated with each, the ELAC unanimously approved the School Plan for Student Achievement for the 2020-2021 school year.

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 Instruction in ELA/ELD and Mathematics

Identified Need

As part of the comprehensive needs assessment, stakeholders examined SBAC scores from the California School Dashboard, ELPAC scores, parent surveys, benchmark, and interim assessments. As a result the following needs were identified:

SBAC 3rd Grade ELA Overall Performance

2017-2018 Average Distance from Level 3 (-15)

2018-2019 Average Distance from Level 3 (-22)

2019-2020 No New Data

SBAC Relative Weaknesses Identified in:

Informational Texts Target 10: Word Meanings

Informational Texts Target 14: Language Use

Writing Target 8: Language and Vocabulary Use

Kindergarten Foundational Reading Skills: CVC data

2018-2019:

EL 61.7%

Not EL 79.3%

2019-2020 No End of Year Data

ELPAC Data

2018-2019 Overall Level 4 Students Schoolwide = 7%

2019-2020 Overall Level 4 Students Schoolwide = 7%

SBAC 3rd Grade Math Overall Performance

2017-2018 Average Distance from Level 3 (-6)

2018-2019 Average Distance from Level 3 (-13)

SBAC Relative Weakness Target E:

Use place value understanding and properties of operations to perform multi-digit arithmetic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 3 rd Grade ELA Overall	Average Distance from Level 3 = -22	Average Distance from Level 3 = -12
ELPAC Scores	7% of Students reached a Level 4 overall score	14% of Students score at a Level 4 Overall
SBAC 3 rd Grade Math Overall	Average Distance from Level 3 = -13	Average Distance from Level 3 = -3

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 intervention support through small group instruction within the classroom, with instructional coaches, and through additional hours to strengthen foundational reading skills for Kindergarten through 3rd grade students identified at-risk based on the beginning of the year foundational reading skills assessment

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)

\$1,129
\$923
\$86,870/\$210,781

LCAP: Materials and Supplies
Title I: Print Materials
Title I/LCAP: Credentialed Support Staff

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 and collaboration time for teachers on effective instructional strategies for ELA/ELD and Math (including extra hours and substitutes)

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)

\$14,932
\$750

LCAP: Teacher Salaries – Extra Duty
LCAP: Travel and Conferences

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 materials to support intervention and enrichment opportunities.

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)

\$1,288

LCAP: Materials and Supplies

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 ELA and Math Coaches to support continuous cycle of improvement through demonstration, co-planning, and co-teaching.

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
\$86,870/\$210,781

Title I/LCAP: Instructional Coaches

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

Purchase supplemental online programs and technology to support technology-based 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)

TBD
\$30,774

Per Pupil: Software & Related Materials
LCAP: Non-capitalized Computer Equipment

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 field trips and assemblies (including virtual experiences) to support grade level content, intervention, and enrichment

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)

\$2,135

LCAP: Consultant/Independent Contractors (NonEmp)

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

Hire 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)

\$29,289
TBD

Title I: Library Technician
PerPupil: Books & Other Reference Materials

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.

Data analysis was the driving force for professional learning, intervention, and coach support. Effective instructional strategies were provided through workshops, coaching, co-teaching and co-planning opportunities with instructional coaches through teacher labs. Supplemental programs were provided to support ELA/ELD and Math interventions. Field trips and assemblies supported grade level content.

End of year data in foundational reading skills and SBAC were not available due to a transition to distance learning as of March 13, 2020. Previous data showed: At the 3rd grade level, the goal was to decrease the distance from met/exceeded in ELA by 10 points. The goal was not achieved at that level. However, the trend over the last three years shows an increase in the percentage of students who are at met/exceeded in ELA. That goal will be continued this year.

The metric measuring distance from level three in 3rd Grade ELA SBAC scores will continue with a goal of a 10 point decrease in distance.

Students scoring at a level 4 on ELPAC remained at 7%. We will continue our goal of doubling the percentage of English Learners scoring at a Level 4 on ELPAC (from 7% to 14%).

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 were implemented as intended with some adjustments beginning March 13, 2020 when distance learning began.

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, instructional coaches will provide intervention support in a focused area of need during the instructional day. Our ELA coach will work with students on foundational reading skills. Our Math coach will provide support targeting math problem solving and place value understanding.

Goal 2

College and Career Readiness

Identified Need

Data from Title I Survey indicates:

2018-2019: 16.7% of parents do not expect their child to finish college

2019-2020: 9.9% of parents do not expect their child to finish college

Chronic Absenteeism
 2018-2019: Overall 10%
 2019-2020: Overall 9%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	9% Chronic Absenteeism	8% Chronic Absenteeism
Parent Title I Survey	9.9% Do not expect student to finish college	4.9% Do not expect student to finish college

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

Implement AVID Elementary schoolwide strategies to establish grade level organizational systems, enhance collaborative student discussions/structures and promote a college going culture throughout the school by providing professional development to teachers and purchasing organizational tools

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: \$14,932 \$750	LCAP: Teacher Salaries – Extra Duty LCAP: Travel and Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Restructure MTSS plan to include tiered intervention for attendance and engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Previously Funded:
\$14,932

LCAP: Teacher Salaries – Extra Duty

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 Parent workshops to teach parents strategies to support their child’s attendance and academic success to support students’ college and career readiness

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)

\$316
\$9,796
Previously Funded:
\$14,932

LCAP: Classified Support Salary – Hourly/Daily
LCAP: Other Class. Support Salary – Hourly/Daily
LCAP: Teacher Salaries – Extra Duty

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Promote attendance by recognizing individuals and classes with high attendance rates through awards, celebrations, and incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$4,000

LCAP: Materials and Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Programs and assemblies to promote and reinforce positive school culture, behavior, and inclusiveness (including virtual experiences)

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)

TBD

PTA

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.

Parent workshops were implemented to support families with strategies for regular attendance and academic success. Attendance was promoted through the use of incentives. Safe & Civil environment was reinforced through weekly assemblies. The MTSS protocols to address chronic absenteeism and behavior were implemented and refined. Strategies showed a positive impact on families through communication and education about academic success. Chronic absenteeism continues to be an area of focus for 2020-2021.

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 were implemented as intended with some adjustments as the school transitioned into 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.

One major difference in strategies during the 2020-2021 school year is the implementation of the AVID schoolwide strategies at the Kindergarten through 3rd grade levels. AVID strategies will promote academic success and increase awareness and positive expectations toward college and career readiness. Gains will continue to focus on a reduction of chronic absenteeism through communication with parents, tiered interventions and attendance incentives.

Goal 3

Parent Involvement

Identified Need

Title I Parent Survey shows percentage of parents who never volunteered at their child's school.

2018-2019: 46.8%

2019-2020: 39.5%

Percentage of Parents Who Attended Open House

2018-2019: 78%

2019-2020 (Not held due to Distance Learning)

Title I Survey shows Parent Use of Schoology:

2019-2020: Once a week – 32%; Once a month – 8.8%

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Parent Use of Schoology

2019-2020:

2020-2021:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Once a week – 32% Once a month – 8.8%	Once a week – 42% Once a month – 18.8%
Open House	Parent Open House Attendance 78% in 2018- 2019	Parent Open House Attendance 85% in 2020-2021
Title I Parent Survey	2019-2020: 39.5% of parents never volunteered	2020-2021: 30% of parents never volunteered

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

Strategy/Activity

Provide Parent Education Meetings such as Partners in Education, Latino Family Literacy Project, Technology, and Family Nights along with child care as needed

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:

\$316

\$9,796

Title I: Classified Support Salary – Hourly/Daily

Title I: Other Class. Support Salary – Hourly/Daily

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Send written notices, post on website and use Connect Ed (text/phone calls) to communicate all 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, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Previously Funded:
\$1,129

LCAP: Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Expand a parent attendance incentive system for volunteering and attending school events

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:
\$1,129
\$923

LCAP: Materials and Supplies
Title I: Print Resources

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide a variety of parent involvement opportunities

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:

\$14,932

\$316

\$1,129

LCAP: Teacher Salaries – Extra Duty

Title I: Classified Support Salary – Hourly/Daily

LCAP: Materials and Supplies

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.

Parent education meetings such as Partners in Education Meetings, Latino Family Literacy Project, Family Nights, GATE and AVID meetings were offered to parents. Communication was established through flyers and Connect Ed. In the 2018-2019 school year, Open House attendance was at 78% with no comparison for the 2019-2020 school year due to distance learning. There was a decrease in the number of parents who never volunteered from 46.8% in 2018-2019 to 39.5% in 2019-2020.

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 were implemented as intended through March 13, 2020 after which some activities were adjusted or cancelled due to distance learning.

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.

There will continue to be a focus on parents attending Parent Education meetings as well as parents becoming more involved with the school through volunteer opportunities and other schoolwide events. Our goal is to continue to increase the percentage of attendance at Open House. We are adding a metric related to parents monitoring our district learning management system, Schoology, by measuring engagement of parents in checking the platform either weekly or monthly.

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	\$ 117,082
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	\$ 117,082

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	\$275,901

Total of federal, state, and/or local funds for this school: \$392,983