

# 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
Theodore Roosevelt School	19648736021471	October 20, 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, Additional Targeted Support and Improvement

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.

There will be a focus on African American students in the area of attendance since this student group has been identified as having poor attendance thus qualifying for ATSI. According to Attendance Works, attendance improves when schools engage students and parents in a positive way. A tiered approach to addressing student need has been shown to be most effective. Roosevelt School has developed and put in place a Tiered Attendance Monitoring Tool with a particular focus on students with attendance concerns. This involves closer monitoring and increased communication with families of students with attendance issues.

## 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 (SSC) Meetings

February 25, 2020- In a joint meeting with ELAC, reviewed Roosevelt's overall chronic absence data as compares to the District. SSC members also analyzed attendance data related to student groups and identified the groups with the highest percentage of chronic absences; African American and SPED students. Actions taken by the TOSA were discussed, as well as the possible reasons for the absences. SSC members recommended continuing to focus on improving attendance and provided ideas for promoting it.

October 6- virtual meeting- SPSA draft 2020-2021 was shared with SSC members. The proposed Goals, Actions, and Budget were discussed. It was explained that most data used to identify needs is from the 2018-2019 school year due to the COVID-19 closures last March until the end of the school year. Roosevelt's status as an ATSI school discussed including how that status is determined. As each Goal and its related Actions were considered, SSC members were asked if they had questions, concerns, or input. A council member had questions about what happens when funds are not used. It was explained that any unused funds are go back

to the District and are reallocated and they are not automatically rolled over to the next school year. It was also suggested to plan a parent education opportunity in the area of math. The principal and Math Coach acknowledged the idea and agreed. There were no other questions, concerns, or input regarding the draft SPSA. The draft SPSA will be shared with ELAC for advisory input during their October 7, 2020 meeting. October 20- virtual meeting- SSC met to approve the final draft of the 2020-21 SPSA including the preliminary budget and parent involvement plan. It was shared that ELAC had no advisory comments for the SSC to consider. The draft SPSA had been provided to SSC members to review after the October 6<sup>th</sup> meeting. Members were asked if there were any questions or concerns since the last meeting regarding the SPSA. Council members had no questions, concerns, or revisions for the 2020-21 SPSA and it was approved by members present.

**English Learner Advisory Committee (ELAC) Meetings**

February 25, 2020- In a joint meeting with SSC, reviewed Roosevelt’s overall chronic absence data as compares to the District. SSC members also analyzed attendance data related to student groups and identified the groups with the highest percentage of chronic absences; African American and SPED students. Actions taken by the TOSA were discussed, as well as the possible reasons for the absences. SSC members recommended continuing to focus on improving attendance and provided ideas for promoting it.

October 7, 2020- virtual meeting- Reviewed Draft SPSA 2020-21 focusing on areas of need in literacy and attendance. Committee members agreed that EL students need additional language support to achieve at the same rates as all learners and the Action of implementing Designated ELD and providing afterschool intervention support the need. A committee member inquired about how attendance was taken during distance learning. The Committee agreed to have a more on depth discussion of attendance during the next meeting. There were no advisory comments given to share with SSC.

## Resource Inequities

A variety of factors such as lack of transportation, poverty, underlying medical concerns, and parent work schedule conflict have been found to contribute to the resource inequities for the African American student group.

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal 1

High Quality Instruction- Literacy, ELD

#### Identified Need

Kindergarten- Foundational Reading Skills	Consonant- Vowel- Consonant Word Reading <small>*Based on 2018-2019 data</small>
All Students	63% (62/98)
English Learners (ELs)	69% (33/51)
1 <sup>st</sup> Grade- Foundational Reading Skills	Phonics Overall <small>*Based on 2018-2019 data</small>
All Students	70% (62/88)
English Learners (ELs)	61% (20/33)

2 <sup>nd</sup> Grade- End of Year Benchmark Assessment		Fluency- Benchmark 60 wcpm <small>*Based on 2018-2019 data</small>	
All Students		61% (69/113)	
English Learners (ELs)		46% (17/37)	
Reading and Responding to Text End of Year Benchmark Assessment	All Students <small>*Based on 2018-2019 data</small>	English Learners (ELs) <small>*Based on 2018-2019 data</small>	
3 <sup>rd</sup> Grade	44% (40/90)	18% (6/33)	
4 <sup>th</sup> Grade	33% (31/94)	19% (8/43)	
5 <sup>th</sup> Grade	23% (26/115)	3% (1/33)	
SBAC ELA 2018-2019 (met/exceeded standard)	All Students <small>*Based on 2018-2019 data</small>	English Learners (ELs) <small>*Based on 2018-2019 data</small>	
3 <sup>rd</sup> -5 <sup>th</sup>	47% (146/311)	21% (25/123)	
3 <sup>rd</sup> Grade	41% (40/97)	32% (17/52)	
4 <sup>th</sup> Grade	53% (54/101)	13% (5/38)	
5 <sup>th</sup> Grade	46% (52/113)	9% (3/33)	

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K- Foundational Reading Skills	63% (57/90) met CVC reading goal 14% increase when compared to 2017-2018 data <small>* Based on 2018-2019 data</small>	By June 2021, 75% of kindergarten students will master CVC word reading on end of year benchmark assessment.
1 <sup>st</sup> Grade Foundational Reading Skills	70% (62/87) achieved mastery of Phonics Overall; 3% increase when compared to 2017-2018 data <small>* Based on 2018-2019 data</small>	By June 2021, 80% of 1 <sup>st</sup> grade students will master Phonics Overall on end of year benchmark.
2 <sup>nd</sup> Grade End of Year Benchmark Assessment	61% (68/100) met fluency standard; 12% decrease when compared to 2017-2018 <small>* Based on 2018-2019 data</small>	By June 2021, 70% of 2 <sup>nd</sup> grade students will achieve the 60 wcpm fluency goal on end of year benchmark.
3 <sup>rd</sup> Grade End of Year Benchmark Assessment	44% (40/90) met reading and responding benchmark <small>* Based on 2018-2019 data</small>	By June 2021, 50% of 3 <sup>rd</sup> grade students will achieve benchmark in reading and responding on the end of year benchmark.
4 <sup>th</sup> Grade End of Year Benchmark Assessment	33% (31/94) met reading and responding benchmark <small>* Based on 2018-2019 data</small>	By June 2021, 40% of 4 <sup>th</sup> grade students will achieve benchmark on the reading and responding end of year benchmark assessment.
5 <sup>th</sup> Grade End of Year Benchmark Assessment	23% (26/115) met reading and responding benchmark <small>* Based on 2018-2019 data</small>	By June 2021, 30% of 5 <sup>th</sup> grade students will achieve benchmark in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		reading and responding on the end of year benchmark assessment.
4 <sup>th</sup> Grade AVID Implementation	2019-2020 was the first year of 4 <sup>th</sup> Grade AVID implementation * Based on 2018-2019 data	By June 2021, teachers will fully implement at least 3 AVID strategies during the 2020-2021 school year.
5 <sup>th</sup> Grade AVID Implementation	2020-2021 is the first year of 5 <sup>th</sup> grade AVID implementation	By June 2021, teachers will fully implement at least two AVID strategies during the 2020-2021 school year.
SBAC ELA	47% (146/311) of all students in grades 3 <sup>rd</sup> - 5 <sup>th</sup> scored at met/exceeding standard. * Based on 2018-2019 data	By June 2021, students in grades 3 <sup>rd</sup> - 5 <sup>th</sup> will show positive growth on the ELA portion of the SBAC.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

All

### Strategy/Activity

Classes at all grade levels will implement small group differentiated instruction daily providing opportunities for teachers to observe student's reading behavior and provide support while they practice reading strategies. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

Students demonstrating a need based on data analysis

Strategy/Activity

Students will be provided opportunities for additional academic support after school hours as arranged by the teacher. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$19, 500	LCAP

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

All

Strategy/Activity

A Literacy/ELD Instructional Coach will be provided to support with the implementation of best practices in the classroom during ELA and ELD instruction, assist teacher with building individual capacity, collaborate with teachers, and promote the use of data analysis in order to inform teaching practice. The Literacy/ELD Instructional Coach will also take part in planning and presenting professional development sessions at the site.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$77,577	LCAP
\$51,718	Title 1

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All

Strategy/Activity

During school hours, Instructional Coaches will plan and implement Teacher Lab (lesson study) on designated days as a strategy to improve instructional practices. Substitute teachers will be provided. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$8,000

LCAP

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

Students with an Individualized Education Plan and students demonstrating a need based on data analysis

Strategy/Activity

Substitute teachers will be provided so that general education teachers may collaborate with colleagues and specialists to provide instruction that supports the unique needs of students. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$6,000

Title 1

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

All

Strategy/Activity

Teachers and classified staff will be compensated for professional development or planning activities that extend beyond the contracted end of the school day.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$8500

LCAP

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

All

### Strategy/Activity

A librarian will be provided to help guide children to material of appropriate reading level, monitor the checking out and returning of library books/materials and supporting students with finding and understanding information in their library. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

\$25,594

Source(s)

Title 1

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

All

### Strategy/Activity

Standards based supplemental teaching materials, resources, and supplies will be provided to support implementation of core instruction and increase student success.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

\$12,450

Source(s)

Title 1

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

All

### Strategy/Activity

Computers, printers, document cameras, overhead projectors and technology supplies will be purchased to support integrating technology during ELA, ELD, Math, and interventions, as well as to aid in communication and correspondence between staff members, students, and the community.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$55,000

LCAP

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

All

### Strategy/Activity

Online supplemental programs to support differentiated learning will be purchased to increase opportunities for students to work at their academic level.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,667

LCAP

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

4<sup>th</sup> and 5<sup>th</sup> Grade Students

### Strategy/Activity

4<sup>th</sup> and 5<sup>th</sup> grade teachers will implement AVID (Advancement Via Individual Determination), which is a college readiness program designed to help students develop the skill they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization, and reading skills. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.



### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5000

LCAP

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

Designated ELD will be implemented 5 days per week with teachers using strategies and providing purposeful tasks focused on developing students' listening, speaking, reading, and writing skills. This strategy has been implemented during distance learning and will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

The ELA/ELD Coach, Math Coach, teachers and/or Language Assessment Assistant will conduct goal setting conferences with EL students whose scores indicate they are close to advancing to the next band or near reclassification. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

# Annual Review

SPSA Year Reviewed: 2019-2020

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the strategies/activities outlined for Goal 1 were able to be implemented as outlined. Due to COVID-19 school closures from March 13, 2020 to the end of the school year, end of year benchmark assessments that would have been used for analysis of student progress toward expected outcomes could not be administered. Also, due to COVID-19, the summative SBAC assessments for ELA and math were suspended for the 2019-2020 school year.

Until the closure, the ELA/ELD Instructional Coach was able to support implementation of best practices across grade levels by planning and presenting professional development sessions, as well as providing embedded professional development. The ELA/ELD Instructional Coach also supported the continued implementation of small group instruction, refining instruction based on data in both ELA and designated ELD, and the implementation of AVID in 4<sup>th</sup> grade. Data used to come to this conclusion were grade level collaboration agendas and notes, lesson plans, and observational feedback.

Consistent implementation of designated ELD will continue to be a focus to ensure each EL student's listening, speaking, reading, and writing skills are developed. Before Spring ELPAC testing began, teachers, the ELA/ELD Coach, and TOSA were able to meet with EL students whose scores indicated they were close to changing bands or reclassifying emphasizing the importance of scoring well on the assessment. Continued professional development and implementation of best practices resulted in 70/263 EL students reclassifying on the ELPAC Assessment in the 2019-20 school year. The achievement gap between all learners and ELs in all areas indicate English Language Development must continue to be an area of focus.

Purchase and usage of both District adopted and appropriate ancillary materials to support classroom instruction resulted in the continued implementation of Common Core State Standards and district wide initiatives aimed at facilitating academic growth. Materials purchased ensure the implementation of ELA, ELD, and math programs with fidelity. Also, the purchase and use of online supplemental material allowed teachers to provide more opportunities for students to work at their own level in order to meet individual needs. This was evidenced by grade level collaboration notes, lesson plans, student achievement data from formative assessments, and observation.

The school closure due to COVID-19, revealed that most staff did not have the adequate devices and technology to successfully access all District programs and platforms to meet the needs of students. The result has been an increase in expenditures for Goal1 Strategy 9, which focuses on purchasing devices and technology.

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 COVID-19 school closures from March 13, 2020 to the end of the school year, end of year benchmark assessments that would have been used for analysis of student progress toward

expected outcomes could not be administered. Also, due to COVID-19 restrictions, not all grade levels were able to attend field trips as planned.

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.

Due to reductions to allocations, the designated Intervention Teacher position (Goal 1, Strategy 4 of 2019-2020 SPSA) could no longer be funded for the 2020-21 school year. Teachers will continue to work to meet student's needs through small group instruction and providing after school opportunities for intervention. Also, in 2020-21, field trips to off-campus locations (Goal 1, Strategy 12, 2019-20 SPSA) will not be funded due to COVID-19 restrictions. Students will be provided opportunities to virtually visit a variety of locations that have a connection to and enhance the curriculum

## Goal 2

High Quality Instruction- Math

### Identified Need

Foundational Mathematical Skill: Number Sense

As students progress through grades K-5, data indicates that on benchmark assessments items related to Number Sense, the number of students achieving benchmark or higher begins to decrease below 75% beginning in 1<sup>st</sup> grade (based on 2018-2019 data).

Math Fluency *Based on 2018-2019 data	Student Group	Addition	Subtraction	Multiplication	Division
1 <sup>st</sup>	All	91%	84%		
	ELs	94%	82%		
2 <sup>nd</sup>	All	93%	82%		
	ELs	90%	71%		
3 <sup>rd</sup>	All	96%	86%	55%	54%
	ELs	93%	81%	29%	24%
4 <sup>th</sup>	All	96%	90%	73%	71%
	ELs	94%	90%	67%	65%
5 <sup>th</sup>	All	97%	95%	77%	81%
	ELs	96%	94%	85%	90%

SBAC Math (met/exceeded) *Based on 2018-2019 data	All Students	English Learners (ELs)
Grades 3 <sup>rd</sup> - 5 <sup>th</sup>	35% (109/313)	13% (16/120)
3 <sup>rd</sup>	38% (38/99)	10% (4/41)
4 <sup>th</sup>	41% (41/101)	21% (10/48)
5 <sup>th</sup>	27% (30/113)	6% (2/31)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math Fluency	<p>Percentage of students achieving 90% fluency goal:</p> <p>1<sup>st</sup>- Addition 90%; Subtraction 84%</p> <p>2<sup>nd</sup>- Addition 93%; Subtraction 83%</p> <p>3<sup>rd</sup>- Addition 96%; Subtraction 87%; Multiplication 41%; Division 38%</p> <p>4<sup>th</sup>- Addition 96%; Subtraction 90%; Multiplication 73%; Division 71%</p> <p>5<sup>th</sup>- Addition 97%; Subtraction 95%; Multiplication 77%; Division 81%</p> <p>*Based on 2018-2019 data</p>	By June 2021, 1 <sup>st</sup> - 5 <sup>th</sup> Math Fluency scores will show an increase in the number of grade levels reaching the 90% benchmark in 2 or more areas
Number Sense	<p>As students progress through grades K-5, data indicates that on benchmark assessments items related to Number Sense, the number of students achieving benchmark or higher begins to decrease below 75% beginning in 1<sup>st</sup> grade (based on 2018-2019 data).</p> <p>*Based on 2018-2019 data</p>	By June 2021, primary teachers will implement a Counting Collection activity 4 times per month (K-3) and in grades 4-5, twice per month as evidenced by lesson plans and observation.
SBAC Math	<p>35% (109/313) of all students in grades 3<sup>rd</sup>- 5<sup>th</sup> scored at met/exceeding standard.</p> <p>* Based on 2018-2019 data</p>	By June 2021, students in grades 3 <sup>rd</sup> - 5 <sup>th</sup> will show positive growth on SBAC Math.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will engage students in a Counting Collection activity:

- Primary grades (K-3) at least 4 times per month
- Upper grades (4-5) at least twice per month

This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,500

LCAP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

A Math Instructional Coach will be provided to support implantation of best practices in the classroom during math instruction, assist teachers with building their individual capacity, collaborate with teachers, and promote the use of data analysis to inform teaching practices. The Math Coach will also support by utilizing the coaching cycle, conducting demonstration lessons, and planning and presenting professional development sessions to staff and grade levels.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$107,448

LCAP

\$35,816

Title 1

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

During school hours, Instructional Coaches will plan and implement Teacher Lab (lesson study) on designated days as a strategy to improve instructional practices. Substitute teachers will be provided. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

**Proposed Expenditures for this Strategy/Activity**

Amount(s) Source(s)

See Goal 1 Strategy 4 LCAP

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

Online instructional programs will be purchased to provide students with additional differentiated math skills practice.

**Proposed Expenditures for this Strategy/Activity**

Amount(s) Source(s)

See Goal 1 Strategy 10 LCAP

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

Students demonstrating a need based on data analysis

Strategy/Activity

Students will be provided opportunities for additional academic support after school hours as arranged by the teacher.

**Proposed Expenditures for this Strategy/Activity**

Amount(s) Source(s)

See Goal 1 Strategy 2 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.

Overall, the strategies/activities outlined for Goal 2 were able to be implemented as outlined. Due to COVID-19 school closures from March 13, 2020 to the end of the school year, end of year benchmark assessments that would have been used for analysis of student progress toward expected outcomes could not be administered. Also, due to COVID-19, the summative SBAC assessments for ELA and math were suspended for the 2019-2020 school year.

Until the closure, the Math Instructional Coach was able to support implementation of best practices in mathematics across grade levels by planning and presenting professional development sessions, as well as providing embedded professional development. The Math Instructional Coach also supported the continued implementation of Counting Collection activities, math routines and inquiry lessons, refining math instruction based on data, and the implementation of AVID in 4<sup>th</sup> grade. Data used to come to this conclusion were grade level collaboration agendas and notes, lesson plans, calendars, and observational feedback. The Math Coach was also able to implement the Teacher Lab strategy with a grade level before the closure. Regular implementation of best practices in mathematics, as well as Counting Collections will continue to be a focus during the 2020-2021 school year.

Purchase and usage of both District adopted and appropriate ancillary materials to support classroom instruction resulted in the continued implementation of Common Core State Standards and district wide initiatives aimed at facilitating academic growth. Materials purchased ensure the implementation of ELA, ELD, and math programs with fidelity. Also, the purchase and use of online supplemental material allowed teachers to provide more opportunities for students to work at their own level in order to meet individual needs. This was evidenced by grade level collaboration notes, lesson plans, student achievement data from formative and summative assessments, and observation.

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 COVID-19 school closures from March 13, 2020 to the end of the school year, end of year benchmark assessments that would have been used for analysis of student progress toward expected outcomes could not be administered.

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.

None.

# Goal 3

Safe and Civil Learning Environment and Reducing Absenteeism

## Identified Need

Attendance 2018-2019 Chronically Absent- 12% (80/670) African American Student Group- 17% (8/48)	Attendance 2019-2020 (up to school closure, March 13, 2020) Chronically Absent- 15% (87/586) African American Student Group- 24% (13/54)
Suspension Data 2018-2019 0.4% (3/670)	Suspension Data 2019-2020 (up to school closure, March 13, 2020) 0.6% (4/628)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data 2019-20 (up to school closure, March 13, 2020)	Chronically Absent- 15% (87/586)	By June 2021, overall Chronic Absences will decrease by 2% when compared to the previous school year.
Attendance Data 2019-20 (up to school closure, March 13, 2020)	Chronic Absenteeism African American Student Group- 24% (13/54)	By June 2021, the regular attendance rate of the identified student group will increase by at least 2% when compared to the previous school year.
Suspension Data 2019-2020 (up to school closure, March 13, 2020)	0.6% (4/628)	By June 2021, the number of suspensions will decrease when compare to previous year.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

A variety of attendance incentive programs will be launched throughout the school year to promote regular attendance and reduce chronic and near chronic absenteeism schoolwide. This strategy will



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

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$2,000

LCAP

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

An assistant counselor will be provided to support the Counselor with meeting with students displaying severe behavior concerns, attendance concerns, as well as facilitate lessons focused on student's social emotional development at all grade levels.

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$27,485

Title 1

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

Students belonging to the African American student group that data show have chronic absence status

Strategy/Activity

In 2020- 2021, improving the attendance of all students will continue to be emphasized with a targeted focus on African American students. A Tiered Attendance Monitoring Tool with a particular focus on students with attendance concerns has been developed. This tool involves closer monitoring and increased communication with families of students with attendance issues. Support personnel, as well as the administrator, will monitor attendance and document contacts.

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

See Goal 3, Strategy 1

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

NDA's will participate in bi-monthly meetings to increase knowledge of Safe and Civil School procedures and how to resolve conflicts effectively. This strategy will be implemented in its entirety when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,200

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.

Overall, the strategies/activities outlined for Goal 3 were able to be implemented as outlined. Due to the increase shown in the data of the percentage of students chronically absent, this continues to be an area of focus.

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 COVID-19 school closures from March 13, 2020 to the end of the school year, attendance promotion efforts planned for the Spring were unable to be put into action.

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.

Due to reductions to allocations, the Teacher on Special Assignment (TOSA) position (Goal 2, Strategy 2 of 2019-2020 SPSA) could no longer be funded for the 2020-21 school year. Support personnel will continue to communicate with families of students with attendance concerns.

# 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)	\$ 159,111
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 159,111

## 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	\$362,400

Total of federal, state, and/or local funds for this school: \$521,511