Single Plan for Student Achievement

Vina Elementary School

2021/2022

Prepared by: Vina School Site Council

The Single Plan for Student Achievement

School: Vina Elementary School

District: Los Molinos Unified School District

County-District School (CDS) Code:

Principal: Debbie Burgett

Date of this revision: March 30, 2021

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Board Goal 1: Core Curriculum access for all students. English Language Development implementation. Implementation of Professional Learning Communities. Professional Development with a focus on formative/summative assessments, 21st Century Skills, and EL strategies.

SCHOOL GOAL: 1: Increase the academic achievement of Latino students, students with disabilities, and socio-economic disadvantaged students to proficient status according to I-Ready Diagnostic and IAB Assessments as CAASPP was suspended for 2019-2020 school year. **For the 2021-2022** -All groups will increase the 5% of met or exceeded on the 2019 assessment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
 • **Fall 2019 CDE Dashboard Status And Change Report** • March 2021 I-Ready Diagnostic	• 2019 EL Students: Fewer than 11 students/not reported. • 2019 Students with disabilities: Fewer than 11 students/not reported. • 2019 Socio-Economic Disadvantaged Students: Orange Declined 5.9 points • 2019 Latino Students: Maintained Students with disabilities: 33% proficient 33% 1 grade level below 33% At Risk Latino Students: 11 % Proficient 34 % 1 grade level below 55% At Risk	• 2020 -Due to CAASPP suspended this year we will Review Interim assessments and IAB results • 2021-Review the CDE Dashboard Results • 2021-Review the CAASPP results by sub-group. • Review monthly Illuminate Assessments with data analysis using PLC format. • Continued testing/Evalutation with I-Ready Diagnostic • 2021 CAASPP results

STRATEGY: 1. Support students within the CORE curriculum by using instructional strategies that support English Learners, SPED, and Socio-economic students to write and speak using academic language. 2. For the above sub-groups, implement methods to increase cognitive tasks, express thinking orally, inform text structure, and engage in academic conversations. 3. Review monthly formative and summative assessment data using an analysis tool and inform practice to better serve these students. 4. Create SMART (Specific Measurable Attainable Results Oriented, and Time Bound) goals for these sub-groups and monitor their growth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use measurable formative and summative assessments utilizing data analysis programs-SBAC Interim Assessments/Standards Plus/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2019-2020	All Teachers and Administration	Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group.	N/A
Use a data analysis tool to identify target learning goals and growth for target students. 2019-2020	Teachers and Admin	Review sub group data and identify students that are struggling, review in class strategies to support learning.	N/A
Continue using para educators for small group instruction.	Teachers and Admin	Assist students under the direction of the classroom teacher to help perform small group instruction for ELA and Math.	Title 1 $65,814
Use SPED Aide to assist students in the classroom.	Teachers and Admin	Assist identified SPED students by pushing into the classrooms to assist in academic areas of concern	District Funded $12,000.00
Continue to utilize District adopted ELA and Math Curriculum	Teachers and Admin		District Funded N/A
Implement Response to Intervention	Teachers and Admin	Hold SST meetings for struggling students - parents must attend	N/A

LEA GOAL: Board Goal 1: Core Curriculum access for all students. English Language Development implementation. Implementation of Professional Learning Communities. Professional Development with a focus on formative/summative assessments, 21st Century Skills, and EL instructional strategies.

SCHOOL GOAL: 2: English Language Arts. CAASPP was suspended for 2019-2020 school year. For the **2020-2021** school year, the proficiency level on the CAASPP will improve from the 2019 Met or Exceeded % from 46% to 50% school-wide.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• **2019 CDE CAASPP Data** • 2021 I-Ready Diagnostic	• **2019 School-Wide Standards Exceed: 10% Down 5%** • **2019 School-Wide Standards Met: 41% Up 11.3%** • **2019 School-Wide Standards Nearly Met: down 2%** • **2019 School-Wide Standards Not Met: down 4%** • **36% proficient** • **34% 1 grade level below** • **30% At Risk**	• **2020 -Due to CAASPP suspended this year we will review Interim assessments and IAB results** • **2021-Review the CDE Dashboard results.** • **2021-Review the CASSAPP results by sub-group.** • **Review monthly Illuminate assessments.** • **Use I-ready** Continue I-Ready testing/Evaluation with I-Ready 2021 CAASPP Results

STRATEGY: 1. Utilize Google Chromebooks and other technology to differentiate lessons. 2. Use the PLC collaboration time to review student academic achievement data and inform instruction. 3. Integrate EL instructional strategies to support ALL students across all ELA courses. 4. Implement monthly summative assessments utilizing an analysis tool. 5. Implement ELA curriculum guides that are aligned to Common Core Standards. 6. Implement close reading and academic language strategies in all subjects. 7. Implement ELA Journey's curriculum in grades 1-5. 8. Implement the SBAC Interim Assessments and evaluate the results to guide instruction.9. Implement "Standards Plus" electronic program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use measurable formative and summative assessments utilizing data analysis programs-SBAC Interim Assessments/Standards Plus/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2019-2020	All Teachers	Create and implement Monthly Illuminate assessments and review the sub-group data and create SMART goals for each group.	N/A
Use a data analysis tool to identify target learning goals and growth for each sub-group. 2019/2020	All Teachers	ELA teachers will utilize monthly Illuminate and IAB's to disaggregate student academic achievement data.	N/A

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Conduct teacher to teacher visitations	Teachers and Admin	Teachers will be participating in colleague classroom visitations to support one another in the implementation of Common Core and Technology. Subs will be secured.	District Funded $1200.00
Implement PLC model for weekly collaboration time.	Teachers and Admin	Teachers will participate in a PLC training to further enhance their knowledge of implementation.	N/A
Utilize Chromebooks to support 21st century learning.	Teachers and Admin	Purchase Chromebooks to complete one-to-one. Replace or repair older Chromebooks as needed.	District Funded $5,000.00 Chromebooks
Use Accelerated Reader and Star assessment.	Teachers and Admin	Continue to support the use of these programs in the classroom to track student reading and assess growth.	Site Funded $2700.00
Purchase books for the school library	Admin	Purchase books for school library including high interest-low level books for struggling students in. all grades	Site Funded $2000.00
Participate in ELD Standards Training	All Teachers	Continued ELD training	N/A
I-Ready	All Teachers	Continued use of program and assessment	District Funded $3600.00
Amplify	All Teachers	Continue use of program	N/A
Tutoring	Teachers	Provide after school tutoring	District Funded $5000.00

LEA GOAL: Board Goal 1: Core Curriculum access for all students. English LanguageDevelopment implementation.
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21st Century Skills, EL strategies, and data chats.

School Goal: 3: Math. CAASPP was suspended for 2019-2020 school year. For the 2020-2021 school year the proficiency level on the CAASPP will improve from the 2019 Met or Exceeded 27% to 32% school wide.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• **2019 CDE CAASPP Results**	• **2019 School-wide Standards Exceed 7% down 2%** • **2019 School-wide Standards Met: 20% down 3%** • **2019 School-wide Standards Nearly Met: 41% up 5%** • **2019 School-wide Standards Not Met: 32% - maintained**	• **2020 -Due to CAASPP suspended this year we will review Interim assessments and IAB results** • **2021-Review the CDE Dashboard results.** • **2021-Review the CAASPP results by sub-group.** • **Review monthly Illuminate assessments with data analysis using PLC format.**
• 2021 I-Ready Diagnostic	**Proficient: 34%** **1 Grade below: 46%** **At Risk: 24%**	• **Continue I-Ready Math testing/Evaluation 2021 CAASPP Results** .

STRATEGY: 1. Utilize Google Chromebooks and other technology to differentiate lessons. 2. Use the PLC collaboration time to review student academic achievement data and inform instruction. 3. Implement CPM Math curriculum and infuse other CAASPP like performance task problems 4. Implement monthly summative assessments utilizing an analysis tool. 5. Implement "Standards Plus" electronic program. 6. Increase student to student collaboration during rigorous math lessons. 8. Utilize EL strategies to support low performing sub-groups. 9. Implement the SBAC Interim Assessments and evaluate the results to guide instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use measurable formative and summative assessments utilizing data analysis programs-SBAC Interim Assessments/Standards Plus/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2019-2020	All Teachers	Create and implement monthly Illuminate assessments and IAB results to review the sub-group data and create SMART goals for each group.	N/A

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Purchase CPM Curriculum for grades 6-8.	Admin	2019-2020	District Funded N/A – purchased in prior years
Use a data analysis tool to identify target learning goals and growth for each sub-group.	Teachers	Teachers will use monthly Illuminate assessments	N/A
Support current Math Standards by implementing Common Core curriculum.	Teachers	Integrate Common Core standards into existing curriculum of CPM Math (6-8) and newly adopted Math Expressions 1st-8th.	District Funded N/A – purchased in prior years
Create teacher collaboration and support for instructional strategies	Teachers and Admin.	Implement Teacher to Teacher visitations by securing sub release time. Teachers will provide feedback to each other.	District Funded $1000.00
Use I-ready 1st-8th grades	All teachers	Continued use of I-ready lessons and assessments	District funded: See Goal 2
Tutoring	Teachers	Provide after school Tutoring	District Funded: See Goal 2

LEA GOAL: Board Goal 5: Safe Supportive Learning Environment. Positive School Climate, School Safety, Student support, and Prevention.

SCHOOL GOAL: 4: Vina Elementary School will promote a positive learning environment for students by implementing systems and programs. To achieve a Blue Level on the 2021 Dashboard results.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2019 CDE Dashboard Results **2019 School AERIES reports**	**2019 CDE Dashboard results: Medium (2.5%) increased +2.5%** **AERIES ADA reports have revealed an average of 97% attendance.** **2019Chronic Absenteeism and suspension rate: Level Orange**	**2020 CDE Dashboard Chronic absenteeism results.** **2019/2020 Measure AERIES ADA reports** **2020 CDE Dashboard Suspension Rate results.**

STRATEGIES: 1. Continue to implement our PBIS student reward system and PRIDE characteristics. 2. Review student attendance data every month and conduct meetings with students and parents as necessary. 3. School Counselors and Admin staff will review critical student cases monthly to create support. 4. Implement groups and individual counseling for identified students 5. Implement the A.L.I.C.E. Armed Intruder on Campus Protocol and update other parts of the safety plan 6. Continue to support alternative options to student suspensions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Increase student recognition/ Ongoing	Leadership Staff and Admin	Continue to implement student recognitions and rewards. Implement family recognitions and rewards	Student Body Account
Continue to provide A.C.E. trips 3 times per year	Admin	Recognizing and Rewarding Citizenship as well as academics and effort	Student Body Account
Decrease suspension and expulsion rates.	Admin, Teachers, Parents, and Students	Follow the new progressive discipline matrix and provide alternatives to suspension and expulsion when possible. Involve parents as part of the solution process. PBIS Training Behavior Expectations teaching method	N/A

Form B: Single Plan for Student Achievement Annual Evaluation

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Plan Priorities:

1. Ensure SPSA is aligned to new CDE Academic Achievement Measures.
2. Continue to implement common core and supplementary curriculum across all subject areas
3. The SPSA will include specific and measurable strategies to increase academic achievement for all student sub-groups.
4.

Major Expenditures:

1. Technology.
2. Purchase Common Core curriculum, and provide professional development to teachers.
3. Provide services to all students to ensure academic support.

Plan Implementation:

The current 2019/2020 SPSA includes specific strategies to address learning loss due to Covid and increase achievement in all sub-groups, increase 21st Century Learning, the use effective instructional strategies, and professional learning community data analysis using measurable student assessment information.

Current Strategies and Activities:

- **Close the achievement gap for all key sub-groups:**
    - Continue to provide tiered support systems for students.
    - Use measurable formative and summative assessments utilizing a data analysis format to inform instruction.
    - Use effective research based instructional strategies to meet the needs of all students.

- **Continue In Person Instruction**
    - Implement department curriculum guides that match CC standards.
    - Continue to implement district Covid safety plan daily.
    - Utilize high leverage common core instructional strategies.
    - Povide PPE and sanitation products to staff and students
    - Secure supplementals as needed to address learning loss.
- **Increase stakeholder involvement and communication within the school community:**
    - Decrease suspension rates by following progressive discipline plan.
    - Decrease chronic absenteeism by implementing successful protocols.
    - Continue to provide positive rewards for all students.
    - Provide more opportunities for student involvement.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a school wide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp.

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☒ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
☐ **LCFF – Supplemental Grant/ LCFF – Concentration Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students. Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment		☐
☒ **List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)Lottery	$10,000.00	☐
Total amount of state categorical funds allocated to this school	$10,000.00	

Federal Programs		Allocation	Consolidated in the SWP
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$24,000	☐
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).		☐
☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals		☐
☐	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		Title III funds may not be consolidated as part of a SWP[1]
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
Total amount of federal categorical funds allocated to this school		$	
Total amount of state and federal categorical funds allocated to this school		$65,814.00	

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[1] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[2] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jennifer Conner	☐	☒	☐	☐	☐
Graciela Resendiz	☐	☐	☒	☐	☐
Krista Andersen	☐	☐	☐	☒	☐
Debbie Burgett	☒	☐	☐	☐	☐
Kendi Merlo	☐	☐	☐	☒	☐
Sharon Andersen	☐	☐	☐	☒	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	1	1	3	0

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[2] *EC* Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

    ☐ State Compensatory Education Advisory Committee   Signature

    ☐ English Learner Advisory Committee   Signature

    ☐ Special Education Advisory Committee   Signature

    ☐ Gifted and Talented Education Advisory Committee   Signature

    ☐ District/School Liaison Team for schools in Program Improvement   Signature

    ☐ Compensatory Education Advisory Committee   Signature

    ☐ Departmental Advisory Committee (secondary)   Signature

    ☐ Other committees established by the school or district (list)   Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on March 30, 2020

Attested:
Debbie Burgett
Debbie Burgett   *Debbie Burgett*
Typed name of School Principal   Signature of School Principal   Date

Krista Andersen   *Krista Andersen*   4/20/21
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date