

School Year: 2020-21

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mary Ann Sanders Elementary	50-71290-0113803	5-15-2020	6-23-2020

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

Due to COVID -19 restrictions and parent and classified staff availability, Mary Ann Sanders Elementary participated in a Single Plan Student Achievement virtual collaboration activity with certificated staff members on the Guiding Coalition Team (Lighthouse Leadership) as well as Mary Ann Sanders Site intervention team and administration. Through this process we were able to look at Sanders' progress for the year and compare our data to year's previous. We also collected information in regards to next steps to meet our school's goals including input regarding expenditures, strategies, and activities that will assist/support in meeting the goals. Goals for the 20-21 school year were vetted and approved by guiding coalition members, site intervention team and, school site council. Upon the opening of the school year 2020-2021 staff will have the opportunity to gather together and review the site plan. Adjustments to the plan will made as seen fit and submitted to the Sanders School Site Council for approval.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
557	43.3	16.2	0.4

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	16.2
Foster Youth	2	0.4
Homeless	2	0.4
Socioeconomically Disadvantaged	241	43.3
Students with Disabilities	94	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.6
American Indian	1	0.2
Asian	28	5.0
Filipino	22	3.9
Hispanic	208	37.3
Two or More Races	36	6.5
Pacific Islander	8	1.4
White	217	39.0

Conclusions based on this data:

1. Primary subgroups are English learners, students with disabilities, and Socioeconomically disadvantaged. Planning of site goals will primarily look at achievement data, attendance data, and suspension data surrounding these subgroups. Interventions will be implemented to target these subgroups as well as allocating funds to support their achievement as well as achievement of all students.
2. An additional two Special Day classes serving the needs of moderate/severe disabled students were added to the MAS campus in the 2019-2020 school year. Data from this addition is not contained in the above enrollment information.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 508 846 535">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1255 508 1326 535">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. Suspension rates improved decreasing in number from the previous year and moving from yellow to green on the dashboard. Proactive interventions including, but not limited to, frequent meetings with parents of students needing additional supports; utilizing SPED personal to help with those supports; and utilizing small group counseling groups helped to decrease the number of suspensions due to aggressive behaviors targeting peers. Chronic absenteeism rates rose from the previous year.
2. Mathematics overall achievement rose in 2018-2019 moving from orange to green from the previous year. Collaborative identification of essential math standards by grade level team and implementation of effective first instruction and focused targeted Tier 2 interventions resulted in these increases of math scores. Especially at the 4th grade level.
3. ELA overall achievement rose in 2018-2019 moving from yellow to green from the previous year. Collaborative identification of essential ELA standards by grade level team and implementation of effective first instruction and focused targeted Tier 2 interventions resulted in this increase of ELA scores. School wide goal of all students reading at grade level or achieving one years growth in reading also was a contributing factor.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5 points above standard</p> <p>Increased Significantly ++15.6 points 269</p>	<p>English Learners</p> <p>Yellow</p> <p>3.5 points below standard</p> <p>Maintained ++2.2 points</p> <p>60</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>17 points below standard</p> <p>Increased Significantly ++24.9 points 127</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>60.4 points below standard</p> <p>Increased Significantly ++18 points 71</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 30.2 points below standard Increased Significantly ++19.5 points 14	 No Performance Color 0 Students	 No Performance Color 39.6 points above standard Maintained -2.3 points 14	 No Performance Color 79.4 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.3 points below standard Increased Significantly ++25.3 points 94	 No Performance Color 39.3 points above standard Increased Significantly ++22.4 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Green 11.2 points above standard Increased ++9.7 points 115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64 points below standard Increased ++6.2 points 21	29.1 points above standard Maintained -0.9 points 39	6.4 points above standard Increased Significantly ++20.2 points 206

Conclusions based on this data:

- All significant subgroups demonstrated increases in ELA achievement. Collaborative identification of essential ELA standards by grade level team and implementation of effective first instruction and focused targeted Tier 2 interventions resulted in this increase of ELA scores. School wide goal of all students reading at grade level or achieving one years growth in reading also was a contributing factor. Purposeful interventions designed by ELD/Literacy Specialists continues support our low readers and EL population.
- SED population along with Hispanic population while not meeting standards as a whole made significant growth in the 2018-2019 school year. Reasons stated in #1 attribute to this growth.
- Students with disabilities also demonstrated positive growth. Grade appropriate IEP goals and focus interventions on decoding; comprehension; and writing contributed to this growth.

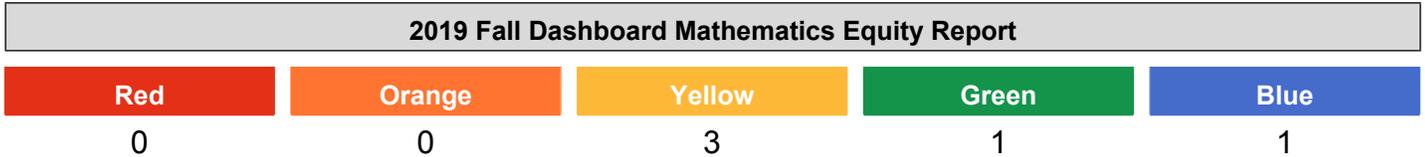
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>11.3 points below standard</p> <p>Increased ++14.8 points</p> <p>269</p>	<p>English Learners</p>  <p>Green</p> <p>16 points below standard</p> <p>Increased ++7.9 points</p> <p>61</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>33.5 points below standard</p> <p>Increased Significantly ++20 points 128</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>64.2 points below standard</p> <p>Increased ++13.1 points</p> <p>71</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 68.9 points below standard Increased ++7.4 points 14	 No Performance Color 14.4 points below standard Declined -3.7 points 13	 No Performance Color 25.5 points above standard Increased ++4.3 points 14	 No Performance Color 59.8 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.7 points below standard Increased Significantly ++15.3 points 95	 No Performance Color 14.4 points below standard Declined -3.7 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 6.9 points above standard Increased Significantly ++23.4 points 114

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.1 points below standard Increased Significantly ++22.9 points 21	0.9 points above standard Maintained -1.3 points 40	10.5 points below standard Increased Significantly ++17.6 points 205

Conclusions based on this data:

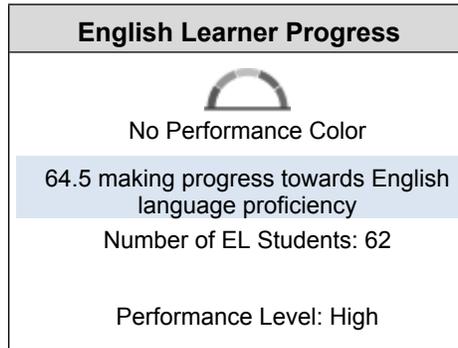
- All significant subgroups demonstrated increases in math achievement. Collaborative identification of essential math standards by grade level teams and implementation of effective first instruction coupled with focused targeted Tier 2 interventions resulted in this increase of math scores.
- SED students showed a significant increase over previous year. This increase in scores could be attributed to students receiving effective instructional instruction in grades K-2.
- Students with disabilities showed progress again this year, yet are still far from meeting standards. Continued perseverance in teaching math conceptually and the use of Eureka Curriculum SDC M/M classrooms helps all students improve their number sense.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	15	6	34

Conclusions based on this data:

- Over 50% of MAS English Learners progressed at least one ELPI Level in 2018-2019 school year. Designated and integrated ELD instruction along with MAS ELD/Literacy Specialist providing professional learning to staff has given teachers additional instructional strategies to use in their classrooms.
- 7 students decreased one ELPI. Targeting these students will continue to be a priority.

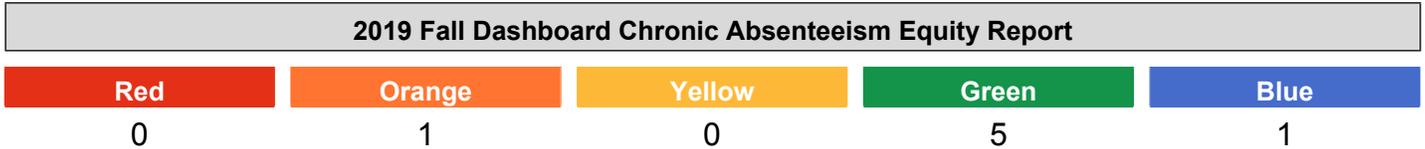
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>5.9</p> <p>Maintained -0.4</p> <p>596</p>	<p>English Learners</p>  <p>Green</p> <p>3.9</p> <p>Declined -2.1</p> <p>102</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>10</p> <p>Declined -0.8</p> <p>281</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>13.4</p> <p>Increased +0.6</p> <p>112</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 30 Increased +30 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Maintained 0 33	 No Performance Color 4.2 Increased +4.2 24
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.9 Declined Significantly -3.4 236	 Green 6 Declined -2.9 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Green 4.9 Maintained +0.2 223

Conclusions based on this data:

1. Chronic absenteeism in MAS Students with Disability population continues to be a concern. Addressing these concerns during IEPs will continue.

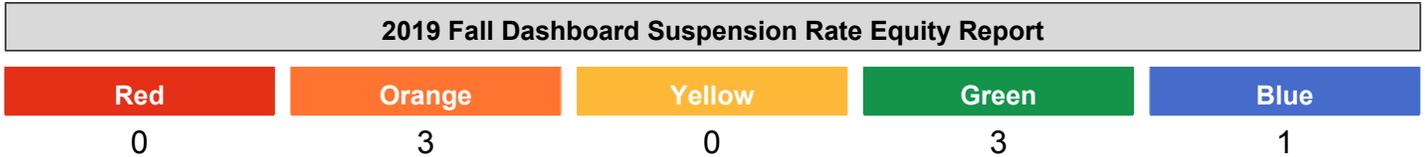
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.3</p> <p>Declined -0.7</p> <p>624</p>	<p>English Learners</p>  <p>Green</p> <p>0.9</p> <p>Maintained -0.1</p> <p>111</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.3</p> <p>Declined -0.7</p> <p>297</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>4.3</p> <p>Increased +1.8</p> <p>116</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -17.6 20	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 36	 No Performance Color 0 Maintained 0 26
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6 Increased +0.3 250	 Orange 3.8 Increased +1.6 53	 No Performance Color Less than 11 Students - Data 8	 Green 0.9 Declined -0.4 229

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	1.3

Conclusions based on this data:

1. Suspension rates improved decreasing in number from the previous year and moving from yellow to green on the dashboard for all students. Proactive interventions including, but not limited to, frequent meetings with parents of students needing additional supports; utilizing SPED personal to help with those supports; and utilizing small group counseling groups helped to decrease the number of suspensions due to aggressive behaviors targeting peers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 1

By June 30, 2021, 100% of Mary Ann Sanders students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

Identified Need

Based on the review of state assessment data students in grades 3-5 collectively increased the percentage of students meeting or exceeding grade level standards. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White and Hispanic students. Even though there has been an increase overall performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the 2018-2019 CA Dashboard, followed by Socioeconomically Disadvantaged, and Hispanic. There continues to be an achievement gap between these subgroups and white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 CA School Dashboard	Blue- Zero Groups Green -1 Group Yellow- English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Orange - Zero Groups Red- Zero Groups	Fall 2021 Release: All student groups to make a 10 point increase
2. CAASPP Targets- Areas of greatest need identified by Data Dig	Greatest group not showing progress and in need of intensive supports Students with disabilities. Specific claims on CAASPP in need of attention: Vocabulary/Word meaning, Language Use, Writing, and Research and inquiry	Improve performance in all areas and in identified student group
3. PLC Survey Fall 2019 - Professional Learning	PLC Survey Spring 2020 Average Scores:	Increase average to 3.50

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Communities (PLC) Progress regarding implementation of standards including all students, including targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	Learning as our fundamental purpose - 3.29 Building a collaborative culture through high-performing teams - 3.36 A focus on results average score - 3.30	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

1.1 Draft, review, revise, share with site leadership team, and publicize grade level SMART goals to guide short-term and long-term instruction and target student needs.

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)

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

1.2 Instructional coaches, BITSA mentors, ELD/literacy specialists, site literacy mentors, and embedded coaching will collaborate with classroom teachers to support specific instructional strategies (Marzano and ELA/ELD Literacy Frameworks) state standards, and technology integration through professional development, modeling, observing, and providing feedback.

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)

500

Title I, Part A

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

1.3 Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement. The work of Grade Level PLCs includes: identifying essential standards; developing Common Formative Assessments; analyzing data from CFA's and district benchmarks to guide instruction and to plan for designated intervention/extension time for students needing additional support. Focus and targeted Tier 2 interventions will be accomplished through the work of the PLC. Data analysis will include subgroups and ELA claims. The work of the PLC will be supported by embedded coaching.

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)

4000

Title I, Part A

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

1.4 With support from instructional coaches, ELD/Literacy specialist, teacher leaders, and administrators, professional learning opportunities will be provided for staff to increase depth of knowledge of literacy through the integration of science, social studies, math, and technology for the purpose of increasing opportunities for students to strengthen/develop foundational skills.

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)

1900

Title I, Part A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with emphasis on students with disabilities

Strategy/Activity

1.5 Site Intervention team will work with grade level PLCs to monitoring students in need of intervention, predominantly Tier 3 intervention. Intervention Team will meet with specific grade levels every seven weeks for the purpose of identifying students with targeted needs and devising a plan of intervention strategies and goals to support those needs. Site intervention team will meet with administration once a month to review individual progress on intervention plans and devise an action plan if additional support is warranted.

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)

100

Title I, Part A

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

1.6 Teachers, instructional coaches, and ELD/Literacy Specialist engage in discussions on effective implementation of identified SUSD instructional strategies . Grade level PLC's and individual teachers will determine professional development goals based on grade level needs. Push-in support for the purpose of modeling, videoing, or demonstrating how to implement these identified instructional strategies will be supported by the administration.

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)

200

Title I, Part A

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

1.7 Provide opportunities for staff to participate in teacher lead and /or professional learning conferences/workshops aligned to site and district goals that support classroom instruction and social emotional learning as a means to improve overall student achievement.

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)

600

Title I, Part A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners Students

Strategy/Activity

1.8 All English Learners will receive integrated and designated English Language Development time daily

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)

200

Title I, Part A

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

1.9 Family Friday focus on Literacy

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)

50

Title I, Part A

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 and this section may be deleted.

ANALYSIS

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

Mary Ann Sanders was in the first year of implementation of goals written for the 2020-2021 school year. Due to COVID -19 school closure on March 18, data pertaining to the effectiveness/ineffectiveness of the strategies/activities connected to the ELA goal is unavailable: ORR, District Benchmarks, 2019-2020 CAASPP, ELPAC.

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

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

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 COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 2

By June 30, 2021, 100% of MAS third grade students will be reading at grade level.

Identified Need

The students exiting 3rd grade not reading at grade level negatively impacts their academic performance in future grades. There is a significant achievement gap between our overall performance and English Learners both on the SBAC and District ORR Benchmark Assessment. There is also a significant achievement gap demonstrated with students with disabilities subgroup as measured on the District ORR Benchmark Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Fall 2019 3RD GRADE %	Met or Exceeded: All 3rd Grade Students: 58.8% English Learner: 36.4% Low Income: 50.9% Students with Disabilities: 27.8%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students reading below grade level

Strategy/Activity

2.1 Classroom Teachers provide small group guided reading lessons on a daily basis reflective of the individual students reading levels.

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)

400

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students identified at Tier 3 for reading

Strategy/Activity

2.2 Small group instruction provided by the ELD/Literacy Specialist.

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)

400

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified at Tier 3 for reading

Strategy/Activity

2.3 Provide extended day 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)

842

Title I, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners performing on the ELPAC at levels 1 or 2 for written language.

Strategy/Activity

2.4 Designated ELD provided by the ELD/Literacy Specialist in small group.

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)

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 and this section may be deleted.

ANALYSIS

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

Mary Ann Sanders was in the first year of implementation of goals written for the 2020-2021 school year. Due to COVID -19 school closure on March 18, data pertaining to the effectiveness/ineffectiveness of the strategies/activities connected to the ELA goal is unavailable: ORR, 2019-2020 CAASPP

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

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

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 COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 3

By June 30, 2021, 100% of Mary Ann Sanders students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

Identified Need

All student groups increased in performance on the SBAC Math Assessment. However, students with disabilities, Hispanic students, and Socioeconomically disadvantaged students need significant improvement to reach Level 3,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 CA School Dashboard	Blue- 1 Group Green -1 Group Yellow- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Orange - Zero Groups Red- Zero Groups	Fall 2021 Release: All student groups to make a 10 point increase
2. CAASPP Targets- Areas of greatest need identified by Data Dig	Greatest group not showing progress and in need of intensive supports Students with disabilities. Specific claims on CAASPP in need of attention: Concepts and Procedures	Improve performance in targeted areas and in identified student group
3. PLC Survey Fall 2019 - Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, including targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	PLC Survey Spring 2020 Average Scores: Learning as our fundamental purpose - 3.29 Building a collaborative culture through high-performing teams - 3.36 A focus on results average score - 3.30	Increase to average 3.50

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

1.1 Draft, review, revise, share with site leadership team, and publicize grade level SMART goals to guide short-term and long-term instruction and target student needs.

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)

200

Source(s)

Title I, Part A

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

3.2 Instructional coaches, BITSA mentors, site leadership members and embedded coaching will support specific instructional strategies, (such as Marzano and Math Framework), state standards and technology integration through professional development, modeling, observing and providing feedback.

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)

329

Source(s)

Title I, Part A

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

3.3 Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement. The work of Grade Level PLCs includes: identifying essential standards; developing Common Formative Assessments; analyzing data from CFA's and district benchmarks to guide

instruction and to plan for designated intervention/extension time for students needing additional support. Focused, targeted Tier 2 interventions will be accomplished through the work of the PLC. Data analysis will include subgroups and math claims. The work of the PLC will be supported by embedded coaching.

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)

3000

Title I, Part A

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

3.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of effective mathematical practices.

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)

1700

Title I, Part A

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

3.5 Through systems of supports, classroom teachers, grade levels and site personal will set individual student goals and implement interventions/enrichment opportunities to meet these goals.

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)

100

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

3.6 Extended day learning opportunities will be provided to identified students based on progress monitoring.

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)

842

Source(s)

Title I, Part A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students Performing Below Grade Level

Strategy/Activity

3.7 Site Intervention Team will monitor student progress on a regular basis

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)

82

Source(s)

Title I, Part A

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

3.8 Family Friday focus on Mathematical Strategies taught in District Curriculum

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)

100

Source(s)

Title I, Part A

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 and this section may be deleted.

ANALYSIS

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

Mary Ann Sanders was in the first year of implementation of goals written for the 2020-2021 school year. Due to COVID -19 school closure on March 18, data pertaining to the effectiveness/ineffectiveness of the strategies/activities connected to the math goal is unavailable: District Benchmarks, 2020 CAASPP

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

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

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 COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community

Goal 4

By June 30, 2021, the attendance rate will increase by at least 0.5%.

Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism for students greater than 20% decreased from 2017-2018 (1.34%) to 2018-2019 (0.67%). A slight increase was reflected in students falling the category $\geq 10\%$ and $< 20\%$ from 2017-2018 (5.18%) to 2018-2019 (5.20%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 CA School Dashboard	Blue - 1 group Green - 5 groups Yellow - 0 groups Orange - Students with Disabilities Red - 0 groups	Chronic Absenteeism in the student with disabilities group will decrease 5%
2019-2020 CERTIFY Attendance Data Reports: ATT 040-0315 and ATT 040-0320	CERTIFY Attendance Data (run 5/13/2020): Students absent on 7% or more of the school days are approaching 10%: 64 students Students who are absent on 10% or more of the school days: 42 students	Improve number of students in the approaching and at chronic absenteeism percentages by decreasing total number of students by at least 10 in each category.
Spring 2020 Collective Efficacy #20 Scale: 1 Strongly Disagree to 6 Strongly Agree #24 Scale: 1 Strongly Agree to 6 Strongly Disagree	#20 Teachers in our school believe that every child can learn: 5.10 #24 If a child doesn't want to learn teachers at our school give up: 5.45	Scores will be at 5.5 or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Chronically absent students

Strategy/Activity

4.1 Provide counselor and/or mental health clinician to address social and emotional needs so students are able to be academically successful.

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)

200

Source(s)

Title I, Part A

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

4.2 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities to support student achievement.

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)

200

Source(s)

Title I, Part A

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

4.3 Support effective communication between school and home, including interpreting for English Learner families to facilitate student achievement.

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)

200

Source(s)

Title I, Part A

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

4.4 Continued Implementation of Leader in Me program for Social Emotional Learning to improve the culture of the school and increase student achievement.

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)

3500

Source(s)

Title IV, Part A

2000

Title I, Part A

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

4.5 Provide opportunities for students to attend assemblies related to social emotional learning strategies.

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)

700

Source(s)

Title I, Part A

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

4.6 Continue to promote leadership job as a means of connecting students to school and increasing attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

Title I, Part A

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

4.7 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic attendance rates for individual students. Including but not limited to monthly awards for student attendance; school wide attendance goal; improved attendance awards

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)

300

Title I, Part A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Chronically Absent Students: Students with Disabilities

Strategy/Activity

In addition to discussing absences during IEP meetings; AP will set up meetings each trimester with families to address chronic absenteeism.

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)

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 and this section may be deleted.

ANALYSIS

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

Mary Ann Sanders was in the first year of implementation of goals written for the 2020-2021 school year. Due to COVID -19 school closure on March 18, data pertaining to the effectiveness/ineffectiveness of the strategies/activities connected to the attendance goal is unavailable.

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

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

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 COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Goal 5

By June 30, 2021 identified student group(s)' suspensions will decrease by 25% from the total suspension rate for 2019-2020 .

Identified Need

Preliminary data for 2018-2019 indicates that suspensions decreased from 2% to 1.6% overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 CA Dashboard Suspension Indicator	Blue- 1 group Green - 3 groups Yellow - 0 groups Orange- Hispanic, two or more races, students with disabilities (11 students) Red - 0 groups	Decrease in suspension rate of 25%
2. Certify Suspension Data - 2019-2020	21 incidents as of 5-13-2020	Decrease number of incidents by 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

5.1 Provide counselor, mental health clinician , BCSA support to address behavioral, social ,and emotional needs so students are able to be academically successful.

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)

200

Source(s)

Title I, Part A

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

5.2 Teachers, administrator, and parents will identify and plan for regular meaningful parent engagement opportunities to support student achievement.

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)

200

Source(s)

Title I, Part A

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

5.3 Support effective communication between school and home, including interpreting for English Learner families to facilitate student achievement.

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)

200

Source(s)

Title I, Part A

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

5.4 Continued implementation of Leader in Me Program and weekly lesson which Social Emotional Learning as a means to improve the culture of the school and increase student achievement.

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)

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

5.6 Continue to provide opportunities for students to receive weekly and monthly awards and public recognition for exhibiting behaviors aligned with the 7 Habits.

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)

300

Title I, Part A

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

5.7 Review and Promote clear and consistent playground expectations each trimester.

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)

500

Title I, Part A

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 and this section may be deleted.

ANALYSIS

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

Mary Ann Sanders was in the first year of implementation of goals written for the 2020-2021 school year. Due to COVID -19 school closure on March 18, data pertaining to the effectiveness/ineffectiveness of the strategies/activities connected to the suspension goal is unavailable.

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

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

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 COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$24,745.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$21,245.00
Title IV, Part A	\$3,500.00

Subtotal of additional federal funds included for this school: \$24,745.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$24,745.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Mary Smyth	Principal
Leslie Steel	Classroom Teacher
Dave Humphrey	Classroom Teacher
Jennifer Callahan	Classroom Teacher
Judy Rose	Other School Staff
Hannah Youngberg	Parent or Community Member
Crystal Reggiani	Parent or Community Member
Katherine Patterson	Parent or Community Member
Ana McQuire	Parent or Community Member
Maribel Rodriguez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

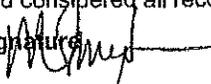
Recommendations and Assurances

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:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature  ~~Committee or Advisory Group Name~~ MAS Leadership

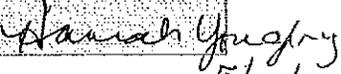
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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.

This SPSA was adopted by the SSC at a public meeting on 5-15-2020.

Attested:

Principal, Mary Smyth on 5-15-2020  5/15/20

SSC Chairperson, Hannah Youngberg on 5-15-2020  5/18/20