

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT John Reed Elementary School

49-73882-6051676
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

11/30/2021

12/14/2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

John Reed's mission is to prepare students to be lifelong learners and responsible individuals who are respectful of individual differences. Students will be supported by staff, parents, and the community working together to create a caring environment. At John Reed there is an expectation that students will: acquire and apply skills; work cooperatively; be effective communicators; reach their maximum potential; be risk takers and problem solvers; and have a sense of self worth. Students are encouraged to visualize their school theme:

"Leaping Into the Future"

John Reed Vision Statement

John Reed Elementary School values the safety, the happiness, the individuality and the success of each student. Parents, families, students, staff, teachers and administrators work together to create a school culture that strives for equity and academic excellence in a safe environment. Equitable access empowers students to learn and grow.

John Reed Mission Statement

John Reed Elementary School will ensure the safety, the happiness, the individuality, and the success of each student by following a PBIS framework along with active anti-bullying assemblies that all teachers and students are trained in. Parents, families, students, staff, teachers and administrators work together to create a school culture that strives for equity and academic excellence in a safe environment. In order to achieve this, the school will provide state adopted curriculum that is equitable, rigorous and differentiated for all learners. Equitable access empowers students to learn and grow.

School Description:

John Reed Elementary is a TK-5 school. It is the oldest school in the district and was built in 1962. There are currently 393 students enrolled. Approximately 78% of students are eligible for free or reduced price meals; or have parents/guardians who did not receive a high school diploma. Approximately 61% of the students are English learners that who are learning to communicate effectively in English. Approximately .2% of the students are foster or homeless youth. 77% of the students are Hispanic, 13% are white, 3% Asian, .4% African American and approximately .1% described as "other."

We have high expectations for all our students and focus on preparing our students to be lifelong learners.

COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

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

White student group is performing in the RED level on the CA Dashboard in the area of chronic absenteeism.

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.

The school SPSA is aligned to the LCAP. Goal 1 and 5 of the LCAP are aligned to Goals 1 and 2 of the SPSA, Goal 2 of the LCAP is aligned to Goals 3 and 4 of the SPSA. Goal 4 of the LCAP is aligned to Goal 5 of the SPSA. Progress towards meeting LCAP goals is measured by the CA dashboard and local measures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified by our school and district leadership shows John Reed needs to improve instructional practices for all students in ELA and mathematics, as well as improve our communication and partnership with our school's families. In order to address the needs of our site, John Reed is in need of robust ELA curriculum, and personnel resources.

Section 3 Educational Partners 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 2020-21 SPSA Annual Review and Update

ELAC provided input on March 3, 2021. The SSC evaluated the SPSA and the ELAC input on March 4, 2021, and made suggestions for improvement. School Site Council reviewed the Title 1 Parent and Family Engagement Compact and made suggestions for revision. The SSC reviewed the new SPSA on 3/4/21 to review the use of Title 1 funds, made suggestions for improvement and agreed to the plan.

Involvement Process for the 2021-22 SPSA and Update

ELAC provided input on 11/16/2021. The SSC reviewed the SPSA and the ELAC input on 11/29/2021 and made suggestions for improvement. School Site Council reviewed the Title 1 Parent and Family Engagement Compact and made suggestions for revision. The SSC reviewed the new SPSA on 11/30/2021 to review the use of Title 1 funds, made suggestions for improvement and agreed to the plan.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

The overall implementation of the articulated goal, that all students will meet grade level ELA standards, as measured by Easy CBM and and the core phonics survey was difficult to assess as school went into lockdown in March 2020 because of the Covid 19 pandemic. The CAASPP assessment was cancelled in 2019- 2021. Easy CBM measurements attempted online at the end of the year were only partially completed due to equity and access issues.

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

Distance Learning delayed the implementation of the strategies/activities listed above. In-person teacher PD was not possible so budgeted events did not occur.

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

The ELA goal will be changed to reflect newly purchased reading and assessment materials to determine the amount of learning loss that has occurred due to the Covid 19 lockdown, annual outcomes will be reviewed and strategies for continued success will be put in place.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP ELA scores were not available for 2019- 2021, therefore the 2018 -2019 data is being analyzed.	Data from the 2018 State of California dashboard shows groups of students continue to need intervention instruction. 46.6% of students are below standard in ELA. School maintained -2.7 points on ELA assessment.	There is a need for professional development specific to literary, and an organized program via response to intervention (RTI).
Easy CBM local data from the Spring that was available was analyzed and disaggregated.	29% of K students are at high risk. 11% of 1-3 students are at high risk. 17% of 4-5 students are at high risk.	There is a need for supplemental support for literacy and phonemic development based on the data available from Spring Easy CBM. Increase academic achievement

		through targeted intervention reading program.
ELPAC summative reading, writing and listening scores	92% of students are in level 1. 7% of students are in level 2.	There is a need for supplemental support to promote language development based on the number of students who scored in the Level 1 and 2. The lack of a comprehensive ELD curriculum has impacted EL students.
2018-2019 CAASPP ELA scores for English Language Learners.	Standard Exceeded: Level 4 0.00 % Standard Met: Level 3 10.26 % Standard Nearly Met: Level 2 17.95 % Standard Not Met: Level 1 71.79 %	Increase percentage of students in level 2-4, decrease percentage in level 1. We need to increase ELA achievement through targeted academic intervention, professional development for teachers in ELA instruction, and equitable access to appropriately leveled books in classrooms.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 All students will meet grade level reading goals, as measured by EasyCBM and Fountas and Pinnell Benchmark Assessment. EL students will make one year's growth in ELA and ELD standards as measured by the ELPAC and CAASPP. All students will meet grade level ELA goals as measured by EasyCBM and F & P progress monitoring. Students will increase scores as demonstrated by the CAASPP results.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 29.33	Goal 36
English Learners (EL)	Actual 13.34	Goal 19
Students with Disabilities (SWD)	Actual 4.76	Goal 8
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost		
Schoolwide (SW)	Fountas and Pinnell Guided Reading and Literacy Intervention materials; training and support included. We will purchase professional development to support teachers in implementation.	Student achievement will be measured by site based Benchmark and PM assessments. Professional development will be scheduled on the school calendar, teacher evaluations and reflections will be completed via Google Form.	Fountas and Pinnell Take Home Books	Title I C/O	1,005		
			Teacher extra duty	Title I	2,000		
			Whiteboards will be used to support teaching strategies and engagement for all students.	Easy CBM benchmarks, Phonics screeners progress	Whiteboards	Title I C/O	1,000
			We will purchase engaging, contemporary updated classroom libraries to re-engage students with reading high interest books.	Easy CBM benchmarks, and qualitative data from students, progress on CAASPP ELA subtest.	New classroom library books	Title I C/O	8,500
			Purchase ELA Scholastic Reading Count - 400 student licenses. This reading program monitors independent reading and encourages all leveled readers to achieve words read.	Use Reading progress via Reading counts/inventory, which can show progress per pupil, class, grade level, and school.	Reading Counts and Reading Inventory	Title I C/O	5,074
English Learners (EL)	Professional learning communities disaggregate data in order to identify needs of EL students.	Easy CBM Benchmarks and Progress Monitoring on Fountas and Pinnell running records and benchmarks.					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Fast Forward Reading Assistant Student Licenses and Virtual Consulting, Coaching and Support = Supplemental to the IEP	We will monitor progress with quarterly meetings with Fast Forward representatives to measure and discuss student progress and achievement. We will also use the Online Progress tracker.	Teacher extra duty	Title I C/O	2,500
	Purchase headphones to access Fast Forward intervention program.	We will monitor student progress using the Easy CBM Benchmarks and Progress Monitoring on Fountas and Pinnell and phonics screener.	Headphones	Title I C/O	4,500
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

The overall implementation of the articulated goal, that all students will meet grade level Math standards, as measured by Easy CBM and and Eureka Math assessments was difficult to assess as school went into lockdown in March because of the Covid 19 pandemic. The CAASPP assessment was cancelled in 2019 - 2021. Easy CBM measurements attempted online at the end of the year could only be partially completed due to equity and access issues. Eureka Math benchmark assessments will be used to determine if students are meeting grade level standards. Initial Fall 2021 Easy CBM data

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

Distance Learning delayed the implementation of the strategies/activities listed above. In person teacher PD was not possible during this time.

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.

Annual outcomes will be reviewed and strategies for continued success will be put in place.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Eureka Math Benchmark assessments, the California Dashboard CAASP results, Easy CBM	<p>CAASP data shows all Students are 27.6 % points below math grade level standards. This score increased by 4.8 points in 2018.</p> <p>Fall 2021 Easy CBM data</p> <p>39% of K falls into the high risk. 18% of 1st falls into the high risk. 15 % of 2nd falls into the high risk. 8 % of 3rd falls into the high risk. 18 % of 4th falls into the high risk. 23% of 5th falls into the high risk.</p>	<p>Math intervention is needed to increase achievement for all student groups. We need targeted intervention via small group RTI groups, as well as professional development for teachers.</p>

Subject: Math

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
 LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
 LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

Goal #2 Students meeting grade level standards math and science outcomes goals as measured by EasyCBM, local measures with Eureka Math. Students will make one year's growth in Math as measured by local measures and CAASPP exam and 5th grade science exam.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 15.86	Goal 21
English Learners (EL)	Actual 2.50	Goal 8
Students with Disabilities (SWD)	Actual 2.38	Goal 8
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Enrichment and After School Clubs to help support students who may have learning loss due to School Closures.	Progress Monitor enrolled students' Easy CBM scores, and Eureka Math Scores after attendance	Teacher Extra Duty	Title I	2,000
English Learners (EL)	EASY CBM Data will be desegregated to determine the needs in Math for ELs. Grade level PLC meetings for collaboration in which	Easy CBM Progress Monitoring, ELPAC test scores.	Data Analysis		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	teachers will monitor the growth and goals set forth by grade level band.				
Students with Disabilities (SWD)	Touch Math and other intervention math manipulatives to support learning for students with disabilities. Teachers will have access to Touch Math materials.	Eureka math Curriculum based formative and summative assessments	Materials and supplies	Title I C/O	500
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

First year of implementation

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

First year of implementation

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.

First year of implementation

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
2018-2019 CAASPP data is available only.	Data from the 2018 State of California dashboard shows groups of students continue to need intervention instruction. 46.6% of students are below standard in ELA. School maintained -2.7 points on ELA assessment.	A wide variety of high interest, and relevant literature is necessary for students to be engaged and make progress in the areas of ELA.

Subject: College & Career Readiness / Equity

LEA/LCAP: Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 All students will have access to science curriculum, data analyzed will be from the 5th grade Science CAASPP results available for the 2021-2022 school year.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	Actual	Goal
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Review potential Science curriculum, exploratory time to review various Science programs	CAASPP 5th grade Science subtest data.	Teacher Extra Duty pay	Title I C/O	2,000
	Work with the Tourettes Foundation and Common Ground society to bring awareness to students with Tourettes and how to create equitable learning spaces for diverse and different learners. This will help create understanding and equity for students on our campus with Tourettes.	Youth Truth Survey			
	Diversify Classroom libraries to include a variety of literature depicting various neurodiversity, disabilities, cultures, and languages.	CAASPP ELA data	Expanded Classroom Libraries	Title I C/O	3,000
English Learners (EL)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
Other Student Groups					
Graduation Rate (GR)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

Implementing PBIS strategies will result in lower suspension rates and disciplinary infractions. Chronic absenteeism declined for English Learners by -1.7 points in 2019, It declined by -0.6 for Socioeconomically Disadvantaged students and Increased 10.4% for white students.

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

PBIS strategies continued to be implemented during Distance Learning in a modified format and used more for Social/Emotional regulation. As school returned in person, PBIS strategies and training of new staff ensured that all staff are using same strategies and resources. Toolbox Social Emotional school-wide implementation will take place, and explicitly taught to all staff during Professional Development.

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.

PBIS will continue during in-person return for students, and annual outcomes will be reviewed via the behavior data, SWIS metrics, and Power Schools behavior tracking. Survey data from wellness poll of students and staff will also be used to measure school climate.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
California Dashboard for John Reed 2019 data.	12.4 % of all students are chronically absent. 31% of White students are Chronically absent, and increase of 10.4% from the previous reporting.	Increase positive school climate and attendance for all students. Need to increase student attendance.
SWIS and Power Schools Behavior Tracker data.	45% of major behavior incidents happening on the playground	Decrease minor and major student office referrals Increase internal capacity of staff to teach SEL skills and to de-escalate student behaviors. Increase tier one prevention, intervention and coordination strategies and structures

Subject: Attendance/PBIS

LEA/LCAP: Goal 3: Create and maintain optimum learning and working environments for students and staff.

Goal #4 Create a positive school climate that emphasizes "I can" statements to encourage students to use positive strategies and supports to solve problems and ask for help.

	Increase student attendance rate by 0.5% or to 98%.	Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard		
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 95.3%	Goal 96%	Actual 9%	Goal 6%
English Learners (EL)	Actual N/A%	Goal 96%	Actual 6%	Goal 6%
Students with Disabilities (SWD)	Actual N/A%	Goal 96%	Actual 20.8%	Goal 12%
Other Student Groups White	Actual N/A%	Goal 96%	Actual 8.3%	Goal 6%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 8.8%	Goal 6%

English Learners (EL)	Actual 9.5%	Goal 6%
Students with Disabilities (SWD)	Actual 26%	Goal 15%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Support the implementation of Positive Behavior Interventions and Support	SWIS data, student wellness survey	Supplies, lamination, ink	Title I	209
			Materials and Supplies	Title I C/O	1,500
			Teacher Extra Duty	Title I	1,500
	Toolbox SEL curriculum consumables	SEL survey data via Google Form for students and teachers.	Materials and supplies	Title I C/O	2,000
	The Arts Attack Grades K-5 curriculum bundle provides an age-appropriate balanced approach to teaching art in the elementary school – emphasizing both the fundamentals of art and creative expression. Taught to the right side of the brain, it covers the art elements and principles, drawing technique, self-expression, artist appreciation, art history, multi-cultural art, and media diversity. Filmed in the classroom, each grade level includes instructional video (shown to the students and featuring classroom demonstrations by other students), a digital art image program with discussion guides, lesson plans, student drawing aids, teacher reference materials and	SWIS data showing decrease in student adverse behavior	Arts Attack Art Program	ESSER	5,500
			Materials, art supplies	ESSER	5,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	much more. Being video-based, it can be taught by teachers or parents with little or no art or art education background, as well as by those with considerable art education training – achieving exceptional results in both cases.				
	Centrally funded SOS staff to support with organized playground activities.	SWIS data to monitor problematic behaviors and data changes over time			
	Purchase playground equipment to support reintegration of students after school closures, and support their social and emotional learning.	SWIS data to monitor problematic behaviors and changes over time.	Playground equipment	ESSER	9,548
English Learners (EL)	Support the implementation of Positive Behavior Interventions and Supports for all settings including small EL groups.	SWIS data indicating low or no adverse behaviors during small group instruction time frame.			
Students with Disabilities (SWD)	Support the implementation of Positive Behavior Interventions and Support to support behaviors on the	SWIS data indicated low or no adverse behaviors during SPED group instruction time.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	playground, around campus, and in the classroom.				
Other Student Groups White	Attendance Plans, Coordination of Services Team resources, and home visits. Coordination of Services Team will develop strategic ways to reach students with resources from school and community to support attendance.	COST (Coordination of Services Team) data and follow up team. Measurement of student referrals and supports given over time,	COST (Coordination of Services Team) / teacher and team extra duty	Title I	1,000

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal for the SPSA -previous goal was to implement a broad course of study to prepare the students for college level success

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

Distance Learning delayed the implementation of the strategies/activities listed above. Experiential learning and Field Trips were offered virtually and attended by most students.

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.

Annual outcomes will be reviewed and strategies for continued success will be put in place. This is a newly assessed goal for the 21-22 school year.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Parent and Family Survey	Parents want more involvement on the campus if it is safe to return.	Parents would like English Classes, additional support for language acquisition after school, parents also would like parenting classes.

Subject: Parent Engagement

LEA/LCAP: Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal #5 Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Family Resource Center - pamphlets, materials, lending library for family literary, family nights, ELAC and SSC meetings with appropriate interpretation, Kindergarten tours and participation of Kindergarten teachers at information days/nights, Open House, school tours	We will monitor progress by assessing the number of families accessing the Family Resource Center, overall attendance at events and accessible family activities.			
			Materials and supplies	Title I: Parent Involvement	1,335
			Materials and Supplies	ESSER	250
	Smore newsletter - a home/ school/ staff newsletter with accessibility features in which all communication is easily translated. Smore is a consistent and predictable format that families are familiar with as it is used widely.	Progress is measured by the Smore analytics data showing the number of families participating, clicking on links, and accessing important school, district, and health news.			
			Smore School/Home communication	Title I: Parent Involvement	200
			Smore School/Home Communication	ESSER	250
	Purchase of extra devices to lend to families so they can access meetings, purchase of hotspots for loan to families	We will measure attendance at meetings, family events, PTA, and Parent teacher conferences.			
			Chrome books, hot spots	ESSER	1,500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Provide families improved access to shared reading experiences and opportunities to be involved in their student's academic achievement	Data collected on the numbers of parents/students that use Family Resource Center. Parent surveys.			
	Interpretation for meetings, events, School Site Council, and PTA	Number of attendees at events, and further involvement in activities noted in previous meetings.	Interpretation services	Title I C/O	1,000
Students with Disabilities (SWD)	Provide families improved access to shared reading experiences and opportunities to be involved in their student's academic achievement	Data collected on the numbers of parents/students that use Family Resource Center.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>1.0 FTE Title 1 Teacher</p> <p>Conduct targeted ELA intervention in small groups</p> <p>Conduct targeted Math intervention in small groups</p> <p>Facilitate parent / teacher conferences with unduplicated families to ensure support at home</p> <p>Use the computer lab to run Zearn and other math intervention programs to support students</p> <p>Use the computer lab to teach digital citizenship skills and digital literacy skills</p> <p>Use Lexia and other interactive online programs to support ELA development</p> <p>Facilitate writing intervention to targeted groups</p> <p>Implement a variety of assessment instruments to determine student instructional needs</p> <p>Ensure communication home is in both English and Spanish</p> <p>Collaborate with teachers to assist students in need of excelleration -</p> <p>Conduct ongoing assessments for diagnostic and progress monitoring purposes for targeted, identified students in reading and math</p> <p>Analyze data to understand students' strengths and weaknesses, including longitudinal cohort data</p> <p>Support parent involvement strategies, including parent</p>				ELA and Math Goals
	Title 1 teacher.	Title I: FTE	98,000	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>conferences and frequent home communication</p> <p>Understand research-based instructional practices that aligns instruction with content in reading and math</p> <p>Provide direct support for identified students in the areas of reading and math using both researched-based individualized instruction and researched-based small group instruction</p> <p>Use technology to strengthen the teaching/learning process</p> <p>Prepare lessons that reflect accommodations for differences in student learning styles.</p> <p>Meet regularly with your PLC team to evaluate student progress and develop intervention strategies to support students.</p>				
<p>Community Engagement liaison - work 3 hours daily to communicate with families regarding attendance, news, health updates, teacher/family communication, parent classes, basic needs resources, COST team member to support partnership between school - family - community resources.</p>	.375 FTE		Title I: FTE	Parent Engagement Goal, Attendance and PBIS
<p>1.0 FTE Title 1 Funded Assistant Principal To support pressing behavioral social emotional needs and student re-engagement post Covid. Data from recent office referrals below indicate a</p>	Title 1 Assistant Principal		Title I C/O	PBIS goal, Attendance, math, and ELA
			90,000	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>need to support students as they become adjusted to in-person schooling. High rate of physical contact between students creates an unsafe learning environment for students. High rates of unexcused absences outside of necessary quarantine, has site principal needing to make home visits, attendance contracts, and holding multiple attendance meetings. Currently, only 62% of staff have been trained in Toolbox, a SEL program to support students in identifying their emotions, and building skills to navigate relationships. Ensuring time and providing structure to on-board all staff to learn to use the common language in Toolbox will increase SEL skills development and support student behavior. Decrease minor and major student office referrals Increase internal capacity of staff to teach SEL skills and to de-escalate student behaviors. Increase student attendance Increase tier one prevention, intervention and coordination strategies and structures Increase staff ability to differentiate to meet the needs of all learners.</p>				

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	6,709	0.00
Title I C/O	122,579	0.00
Title I: Parent Involvement	1,535	0.00
Title I: FTE	111,826	0.00
ESSER	22,048	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$120,070
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$122,579
Total Funds Provided to the School Through the Consolidated Application	\$242,649
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$264,697.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$22,048

Total of State and local programs that the school is including in the schoolwide program: \$264,697

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: John Reed Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Molly Badau Term: 2021-2023 XParent Community Member	1. Name: AnnaMaria Young Principal
2. Name: Teri Kuhn Term: 2020-2022 XParent Community Member	2. Name: Craig Stone Term: 2021-2023 Teacher
3. Name: Lourdes Guzman Term: 2020-2022 XParent Community Member	3. Name: Jennifer Stalter Term: 2021-2022 Teacher
4. Name: Dania Perez Term: 2020-2022 XParent Community Member	4. Name: Kayla Rovig Term: 2021-2022 Teacher
5. Name: Nahlah Dahmani Term: 2021-2023 XParent Community Member	5. Name: Term: Teacher
6. Name: N/A Term: Parent Community Member	6. Name: Rebeca Nunez DeArango Term: 2020-2022 Other School Staff