

2021-22 School Plan for Student Achievement

Panama Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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The following items are included and/or on file with the District:
(Check all that apply)

SPSA Annual Evaluation
Recommendations and Assurances SSC
Data Reports
Budgets
Parent and Family Engagement Policy (Title I)
School Compact (Title I)

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	
Board of Trustees Approval Date	

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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

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.

Programs for all students at Panama Elementary are systematic and explicit. The culture of collaboration supports the goal of collective efficacy, so important to the continued success of our students. Staff, families, and community members work together to provide a learning environment with high expectations for all learners. Our combined efforts are focused on our students' academic, physical, social, and emotional growth. A dedicated staff rises to the challenge of helping all students reach proficiency through highly effective, research-based instructional practices and sound assessment strategies. Teacher collaboration and articulation ensure that the TK through sixth-grade experience prepares students for junior high, high school, and beyond.

LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The SWP also describes where LCFF funds distributed to the school may be used to support ongoing efforts to improve/increase student services and/or materials. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. For 2020-21, actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently available at the site level, leadership may include an action with no cost associated with the strategy. Should site level LCFF funding become available, a budget revision would be made and specific actions funded.

School Vision and Mission

Our purpose at Panama Elementary is to ignite imaginations and fuel minds.

Vision and Goals

We will work together as a learning community to accomplish the following:

- All students will develop a strong foundation of academic and higher-order thinking skills.
- Staff, students and their families, and the broader community will be involved as partners to promote the social, emotional, and academic success of students.
- The school will provide a safe and nurturing learning environment in which students develop positive character traits, a sense of responsibility, and effective decision-making skills.
- Students will leave Panama with the knowledge and understanding to work collaboratively with others and respect individual differences, the ability to communicate effectively, and the necessary skills to be a contributing member of society.

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

All stakeholders have the opportunity to be involved in the SPSA review process and updating of the plan. Data and information gathered from the parent club, ELAC, and site council help guide the planning process. The school's leadership team uses substitute teachers to allow our committee a day on campus to review the plan and determine what programs are successful. Members of the parent club are invited to attend this meeting as well. Our committee reviews the plan and discusses how effective we were with the programs on campus. We use our projected budget to determine what programs we will keep and where we need to cut spending. After reviewing the plan, it is taken to our ELAC and site council for further input and the plan is eventually approved by the site council.

Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

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

Goal 1A English Language Arts/Literacy/ELD

Increase the percentage of students meeting district and school benchmarks as measured by Acadience, Renaissance Reading Assessments, SBAC and ELPAC results to determine instructional need as well as on other curriculum based measurements to monitor student individual progress and effectiveness of interventions.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Historical ELA student achievement and progress data was analyzed from multiple summative data points including SBAC assessments, Benchmark Advance curriculum, Acadience (Dibels) as well as formative assessments taken throughout the year through Renaissance Place STAR reading tests, accelerated reader engagement and comprehension rates, 95 percent phonics skills assessments and grade level created common formative assessment results.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

We shall increase students' ELA proficiency level as measured through our district and school benchmark assessments to all groups attending Panama School with a focus on English Learners and students who are socioeconomically disadvantaged. Based on STAR data and data talks with teachers, our students in grades 4-6 have shown slow progress in reading comprehension. Our K-2 phonics data shows students have been making progress in grade level proficiency. Renaissance STAR data for 2020-2021 shows students at each of these levels as:
ELA Level 1: 35.6%, Level 2: 26.3%, Level 3: 19.8%, Level 4: 18.3%
ELD Data: 109 students total: Level 1: 35.2%, Level 2: 29.6%, Level 3: 33.3%, Level 4: 1.9%
RFEP Data: 44 students total: Yr. 2: 16 students, Yr. 3: 23 students, Yr. 4: 5 students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR ELA	Waiting for STAR fourth quarter data	Students will increase one grade level on STAR

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 including SWD, EL's and SED groups

Applicable During:
VL and IP

Strategy/Activity: Tier I – Core Instructional Program

Provide a high-quality and differentiated Common Core English Language Arts program for all students as well as targeted instruction with the necessary scaffolds to support all levels of learning within the core instructional program. Utilize evidence-based support programs as well as necessary professional development to impact student achievement in all ELA CCSS. Purchase digital as well as printed engaging, rigorous materials including but not limited to Read Live, ESGI, Lexia Core 5, IXL, Flocabulary, Starfall, RAZ Kids, Moby Max, WFTB, Handwriting Without Tears, Seesaw, 95% materials, Visualize/Verbalize materials, Ready Common Core and Standards Plus to support teaching and reteaching. Purchase additional Core Lit titles, as well as literature supporting adopted curriculum (Benchmark, Amplify, Impact, GoMath), as well as books for reading incentives and give aways, and awards to incentivize participation in our independent reading program.

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)
	Title I, Part A 4200-00: Books - Other Than Textbooks Core literature titles

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Applicable During:
VL and IP

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

ELD instruction will emphasize the development of all four language domains: reading, writing, listening, and speaking. The ELD program will include the following components:
Phonology: the sound system of English (see comment).
Syntax: the structure of language, including the rules that govern phrases and sentences
Semantics: the meaning of language, including vocabulary and academic language
Language functions: the purposes of languages
Language forms and structures: grammar and language structure
Pragmatics: situational appropriateness of language use
Morphology: the forms and formation of words, including prefixes, affixes, suffixes, root words, inflections, etc.
We will support this strategy by providing increased staffing and professional development, additional learning opportunities, and/or student materials both digital and hands-on as needed.

EL Instructional Program

The Common Core content standards and the state-adopted EL standards are used together in developing a robust curriculum which will support the EL learners in working towards proficiency in both language acquisition and content standards. EL students receive embedded language supports within the district-adopted core curriculum. Additionally, students receive daily, designated ELD instruction which specifically supports their speaking, listening, reading, and writing skills.

Strategies, Actions, and Services

The evidence-based strategies, actions, or services which are being provided to our EL students are: Thinking Maps, visual prompts, mastery-based learning, manipulatives, think, pair, share, peer support and collaboration, academic vocabulary, Write from the Beginning, small group instruction, Avid growth mindset strategies, and individualized computer-based learning programs.

Annual Evaluation and Progress Monitoring

The process for annually evaluating and monitoring the implementation of our EL program is incorporated throughout the year on many levels. The ELlevation platform is used initially to determine EL levels, the students' yearly progress, and specific domain strengths or deficits. Common formative assessments including STAR reading, math, and (Acadience) early literacy and district developed interims are used throughout the year on the district level to track and compare student's targeted growth. Throughout the year teachers work together in PLCs to develop a strategic, instructional program which incorporates common formative assessments to support the students in their differentiated needs.

Use summative and formative data to determine students who need multi-tiered strategies of intervention. Purchase research-based materials or licenses to enhance the curriculum and learning opportunities for strategic, intensive, or special education students. Provide additional opportunities to all staff in order to review, analyze and determine instructional strategies specific to based on the data.

Printing: student materials

Purchasing books other than textbooks: Standards Plus (student/teacher workbook), Ready Common Core

Licenses: Read Live, Lexia Core 5, IXL (ELA), Flocabulary, Starfall, RAZ Kids, Moby Max (ELA), Peardeck, Splash learn, Seesaw

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 3

Students to be Served by this Strategy/Activity

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

All Students including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity: Tier II and Tier III Interventions

Increase the effectiveness, frequency, and program availability that students will have when they receive small group, differentiated instruction through the use of additional staff or extended time. Provide Rigby books and other materials for effective small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with data identified need

Applicable During:

VL and IP

Strategy/Activity

Through our MTSS ELA program, students in need of reteaching or enrichment will be identified based on the common formative assessment. This is a regularly occurring cycle of assessment, analysis, regrouping, reteaching, and reassessment. Staffing, training, and curricular materials assigned to each reteaching group are determined during planning opportunities by the staff during regular weekly PLCs, monthly grade level and intervention team planning, and monthly SST meetings which include the entire team and the parent. There is a systematic student data tracking system to determine the effectiveness of all ELA interventions in which a student participates.

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)

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

Goal 1B Mathematics

Increase the percentage of students meeting district benchmarks as measured by Renaissance Math assessments, SBAC and ELPAC results to determine instructional need based on these and other curriculum based measurements to monitor student individual progress and effectiveness of core differentiated instruction.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

The Title 1 review team, instructional leadership team, and grade level teams analyzed historical math student achievement and progress data from multiple summative data points including SBAC assessments, Renaissance Place STAR math tests, GoMath assessments, Reflex fact based skill progress and grade level created common formative assessment results.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWIFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

46% of students are proficient in mathematics according to 2018-2019 SBAC results (we have no updated reports).
STAR math proficiency rates for the 2020-2021 Winter benchmark are Level 1: 38.3%, Level 2: 33.7%, Level 3: 17.2%, Level 4: 10.8%
ELD Data: 109 students total: Level 1: 35.2%, Level 2: 29.6%, Level 3: 33.3%, Level 4: 1.9%
RFEP Data: 44 students total: Yr. 2: 16 students, Yr. 3: 23 students, Yr. 4: 5 students
Students with disabilities will be an area of focus for this school year based on results from 2018-2019 SBAC data. Data talks with teachers show that students struggle with basic math facts.
The above data shows a clear need to increase student proficiency and achievement levels in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	We are waiting for fourth quarter STAR results	Each student will increase one grade level per year.

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, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity: Tier I – Core Instructional Program

Provide a high-quality Common Core-aligned mathematics program for all students as well as targeted instruction with the necessary scaffolds to support ongoing differentiated core instruction. Purchase evidenced-based support programs to impact students' mathematics achievement including but not limited to Engage NY, Eureka Math consumable workbooks, Number Talks, Standards Plus, Reflex Math, Zearn, Seesaw, and NexGen Math. Purchase tablets and other resources to support student engagement in math problem solving and concept attainment. Provide professional development as well as planning time to incorporate new programs into instruction. Use digital, print, and hands-on engaging, rigorous materials to support teaching and reteaching. Purchase materials to create equitable access to technology for all students.

Licensing: Standards Plus, Reflex Math, Zearn, NexGen Math, Happy Numbers, ESGI, Learning Dynamics.

Books other than textbooks: Eureka Math consumable workbooks, Standards Plus

Printing: Student materials

Materials: Number Talks (posters)

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)

Students identified as EL

Applicable During:

VL and IP

Strategy/Activity: English Learners – Tier I: Integrated Language Development Supports (I-ELD)

Teachers will use best practices to target instruction for students identified as EL or RFEP to accelerate their learning through the use of strategic groupings based on student needs assessments, providing additional materials such as primary language dictionaries of specific domain language (math), manipulatives/realia, visual supports like math word walls or language frames. Additional staff, training, and opportunities to observe expert instruction.

Books other than textbooks: primary language dictionaries, books, and resources which demonstrate math in action in the real world.

Materials: math manipulatives, Mathematical Process and Procedures Posters, Word Wall Charts, Sentence strips, Chart paper, pens, markers

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 3

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups as identified by need

Applicable During:

VL and IP

Strategy/Activity: Tier II & Tier III Interventions

Use data to determine students who need multi-tiered strategies of intervention. Purchase evidence-based materials or licenses to enhance the curriculum and learning opportunities for strategic, intensive, or special education students. Increase the frequency and or expand the opportunities for small group instructional support. Purchase materials necessary to accelerate student progress like manipulatives, whiteboards, math games, stem materials, and tech platforms. Professional development and training for support staff in providing math intervention strategies. Materials: Math manipulatives, individual student whiteboards, games, puzzles, other resources which encourage student problem solving and facilitate teaching abstract concepts in a concrete method.

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 4

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity

Our MTSS Mathematics program will continue to be implemented to identify students in need of reteaching or available for enrichment based on the targeted standard on the curriculum-based assessment. This is a regularly occurring system of assessment, analysis, regrouping, reteaching, and reassessment. Staffing, training, and materials assigned to each reteaching group are determined during planning opportunities by the staff during regular weekly PLCs, monthly grade level and intervention team planning, monthly SST meetings, which include the entire team and may include the parent for individualized differentiated instructional opportunities or for regularly

occurring IEP meetings for identified students. A systematic student data tracking system is used to determine the effectiveness of all interventions in which a student participates.

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)
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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

Goal 2 Comprehensive Educational Experience

Panama School will continue developing the programs and skills necessary to provide an engaging and rigorous curriculum that meets the needs of all students. We will specifically work to develop our instructional effectiveness in small group instruction and developing strategies and resources which engage every student in their access to their educational opportunities.

We will provide core and supplemental materials, resources, and training where a need has been identified in order to improve student achievement, and resources to create a positive school climate/culture.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Title 1 review team, instructional leadership teams, and grade level teams analyzed historical reading and math student achievement and progress data from multiple summative data points including SBAC assessments, Renaissance Place STAR tests, and common formative assessments. Surveys, polls and formal/informal observations have also informed the needs identified in order to establish these strategies.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

Based on the parent surveys completed on Panorama at the end of the 2020-2021 school year the favorable response rates regarding each broad topic were as follows:

Distance Learning 74%; Family Efficacy 76%, Family Support 75%, and Learning Behaviors 50%. Creating opportunities for families to connect with one another was identified as one of the least favorable areas at 51%. Reading for fun was favorably responded to at only 39% and getting organized for school was only at 43%. The response rate for parents participating in learning opportunities that the school provides was the least favorable at 27%. This indicates a true need for the school to find ways to develop and foster our student engagement climate through professional learning in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 including EL, SWD and SED

Applicable During:

VL and IP

Strategy/Activity: Technology

Develop and refine our necessary and appropriate technology platforms This will include supporting the effective instructional use of the new Promethean Boards for each classroom that has access and purchasing additional Promethean Boards (9) for classrooms that currently do not have one. Purchase two boards with the preliminary Title I budget and purchase the additional boards if funding allows.

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)

7,200

Source(s)

Title I, Part A
4400-80: Title 1 - Technology > \$500
Purchase 2 Promethean Boards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity: Educational software and licensing (across other curricular areas)

Purchase supportive software and licenses to run an effective instructional program. to reach all students and supporting them in their individualized learning at school and at home including but not limited to Lexia Core 5/PowerUp, Renaissance Place, Illuminate, IXL, EPIC, WFTB, AVID, Learning A-Z, Read Naturally, Signs for Sounds, Handwriting Without Tears, Starfall, Alphard, Seesaw, Acadience, Splashlearn, and NextGen.

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)

25,206.39

Source(s)

5800-00: Consultants/Professional
Services/Licensing

	Lexia Core 5/PowerUp, Renaissance Place, Illuminate, IXL, EPIC, AVID, Learning A-Z, Read Naturally, Signs for Sounds, Starfall, Alphard, Seesaw, Acadience, Splashlearn, and NextGen.
	4300-00: Supplies & Materials Handwriting Without Tears, WFTB
15,860.61	Title I, Part A 5800-00: Consultants/Professional Services/Licensing Lexia Core 5/PowerUp, Renaissance Place, Illuminate, IXL, EPIC, AVID, Learning A-Z, Read Naturally, Signs for Sounds, Starfall, Alphard, Seesaw, Acadience, Splashlearn, and NextGen.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Purchase additional books to support all readers' access to varied subjects and authors within our print library as well as expanding digital library availability. Literature Circles support materials, Books for reading incentives to develop home libraries and encourage home reading in EL's native language, books for Summer reading challenges, and awards.

Library Books: Books to be checked out from the library

License: digital library subscription

Books other than textbooks: Literature Circles support materials ie; multiple titles of engaging books, notebooks, integrated print and supportive technology, , Literature supporting adopted Rigby books, home language books for ELs, books to increase circulation during summer reading program,

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)

2,500

Source(s)

Title I, Part A
242400-420000: Library: books, supplies & equipment
Library Books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity: Improving Science Education (STEM/STEAM)

Panama school will improve the frequency and depth of science educational opportunities throughout the year through grade-level planning, professional development on our new curriculum, and through the purchase of student materials and opportunities to enhance STEM/STEAM engagement. Enhance student's engagement in co-curricular activities through an increasing opportunity for hands-on projects, academic fairs, performance-based projects. Purchase materials in order to create equitable access for project creation; media access for research, paper products for hands on project based displays, realia for student interaction, kits and learning experiences for grade level appropriate inquiry based learning.

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)

EL population of learners

Applicable During:

VL and IP

Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

Provide supplemental materials, personnel and extended hours for students to develop their needed English skills as applied to all curricular areas. Materials will be research based products identified through grade level analysis of student need. Extended learning opportunities through the use of instructional staff before, or after school and during lunch time. Progress monitoring of all EL, LTEL, and RFEP's is ongoing through Acadience, STAR and ESGI assessment tools and our on going common formative assessments administered throughout the year.

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 6

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

Supplemental Resources: General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students and for teachers to use to maximize the effectiveness of their instruction. Materials to supplement core instruction, printers, paper, copiers, and computers will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment. To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, composition books, binders, dividers, folders, student planners, and other educationally related supplies.

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 7

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's and SED groups

Applicable During:

VL and IP

Strategy/Activity

Provide supplemental support personnel (direct services) for academic improvement through the use of the Academic Coach, Instructional Intervention Teacher, Instructional Intervention Aides, and the Behavior Intervention Aide.

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)

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

Goal 3 Student Engagement & Campus Climate

Promote positive school culture, improve parent/family communication and involvement through school-wide use of Parent Square, stakeholder meetings and other culture building events.
Developing our PBIS, SEL, and behavioral supports (extra time, programs, token systems).
Addressing attendance rates for students and alternatives to suspension.

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Historical truancy rates, suspension rates, observations, and discussions with leadership/staff indicated a need to promote positive student/staff behavior, positive attendance, and school community involvement and communication. Based on data from 2018-2019, the school's focus will be to decrease chronic absenteeism for African Americans and English learners and decreasing the suspension rate for African Americans. Data gathered from the parent surveys through Panorama also were used to help us make informed decisions to meet the needs of our school community.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

Truancy rates, suspension rates, observations, and discussions with leadership/staff indicated a need to promote positive student/staff behavior, positive attendance, and school community involvement and communication. Based on data, the school's focus will be decreasing chronic absenteeism for African Americans and English learners and decreasing the suspension rate for African Americans.
Based on the parent surveys completed on Panorama at the end of the 2020-2021 school year the favorable response rates regarding each broad topic were as follows:
Distance Learning 74%; Family Efficacy 76%, Family Support 75%, and Learning Behaviors 50%
Creating opportunities for families to connect with one another was identified as one of the least favorable areas at 51%. Reading for fun was favorably responded to at only 39% and getting organized for school was only at 43%. The response rate for parents participating in learning opportunities that the school provides was the least favorable at 27%. This indicates a true need for the school to find ways to engage the parent community in learning opportunities being offered in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 and those with chronic absenteeism

Applicable During:

VL and IP

Strategy/Activity: Improving student attendance

Provide incentive programs to develop an engaging positive culture in order to improve behavior, increase class time and develop good attendance habits for all students.

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

Applicable During:

VL and IP

Strategy/Activity: Providing positive behavior supports and interventions; SEL

All stakeholders will be informed regarding Panama's SWPBIS behavior expectations. Students and staff will understand how to conduct themselves in a safe and kind manner in the key areas of the school: Classroom, Office, Cafeteria, Library, Bathrooms, and the Playground. Continue to implement PBIS strategies and supports such as School Psychologist, Behavior Intervention Assistant, and social skills groups for Tier 1 and Tier 2 students. Possible purchasing of material/curriculum to support student behavior and social-emotional needs of intervention during lunch or extended learning 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students identified by SWIS data of behavior issues

Applicable During:

VL and IP

Strategy/Activity: Reducing suspension rates

Utilizing vice-principal, BIA, and other support staff in addressing social skills, social-emotional needs, and other behaviors to pro-actively intervene and develop appropriate behaviors with designated students. Provide additional classroom aides to offer support to struggling learners and opportunities for enrichment for grade-level students.

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 4

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

VL and IP

Strategy/Activity

Continue to systematically implement the best AVID practices in grades 3-6 through expanding the use of AVID resources. Purchase materials to support student access to available organizational materials, incentive, and reward materials to deepen our implementation of the school-wide growth mindset. Provide training to staff who need initial or additional AVID training.

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 as identified by need

Applicable During:

VL and IP

Strategy/Activity

Student Success Teams will be utilized to develop an effective intervention for students in need. Resources will be available as needed for parent participation, scheduled meetings at a mutually agreeable time, and providing substitutes to release teachers from classrooms during the day to participate in the meeting.

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)
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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

Goal 4 Parent & Family Engagement

Parent and family engagement tools,

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Used formal and informal communication tools to determine needs for parent and family engagement activities; specific needs identified by EL families in the ELAC meetings, polls taken during parent virtual parent meetings and historical data from feedback received from in-person parent engagement activities.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWiFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

Based on sign-in sheets, staff communication, surveys, and attendance rates, increased parent participation would help boost student achievement. While using a distance learning format, attendance at Zoom and other online meetings will determine our attendance. Based on the parent surveys completed on Panorama at the end of the 2020-2021 school year the favorable response rates regarding each broad topic were as follows: Distance Learning 74%; Family Efficacy 76%, Family Support 75%, and Learning Behaviors 50%. Creating opportunities for families to connect with one another was identified as one of the least favorable areas at 51%. Reading for fun was favorably responded to at only 39% and getting organized for school was only at 43%. The response rate for parents participating in learning opportunities that the school provides was the least favorable at 27%. This indicates a true need for the school to find ways to engage the parent community in learning opportunities being offered in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter/Spring 2021 Title 1 Family-School Relationship Survey	149 surveys completed or 21.88% completion rate	30% completion rate in Fall 2021

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 including SWD, EL and SED

Applicable During:

VL and IP

Strategy/Activity: Planned engagement activities to address needs as identified in the CNA

We have regularly scheduled opportunities for parents to be informed of their child's progress through the ParentVue Synergy system, virtual meet and greet and meet the principal meetings, progress reports, parent/ teacher conferences, Site Council meetings, ELAC, our family picnic, carnival, father/daughter dance, mother-son outing, Pajama Sting night, regularly held award assemblies, Donut Dozen, STING store, and Honor Hour. We will continue to work closely with the parent club to implement more activities as developed with all stakeholders.

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)

Students identified as EL

Applicable During:

VL and IP

Strategy/Activity: Engagement Activities Specific to Parents of ELs

Enhance our at home community support systems through parent training on using the ParentVue system, library check out system, and the parent club membership and parent volunteer process. The specific needs of our EL families will be met by having interpreters available at meetings, providing training on ways to access the curriculum so they can support their students at home and additional staff availability for after school/evening training and engagement opportunities through our Academic Coach, Intervention Teacher and other staff as appropriate.

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)

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

Goal 5 Professional Learning/Professional Development

This goal is designed to increase student academic achievement and socioemotional well-being through Professional Learning and collaboration activities.

The purpose of this goal is to provide Professional Learning opportunities for teachers, support staff, and administrators through the use of in-house training, travel/conference attendance, online training, and consultants. The scope of Professional Learning may include improving/increasing knowledge and expertise in areas such as:

- ~curriculum development opportunities for staff to improve teaching and learning,
- ~behavioral, curricular, co-curricular, social-emotional learning
- ~leadership development
- ~technology - training on effective use of specific platforms to target learning goals

Comprehensive Needs Assessment

(Summary of processes, data analyzed, etc. for this goal.)

Based on formal and informal data collection from the Panama community, professional learning goals were identified. Some of the data collected was: how many people attended PVBV courses and what the classes were on, teachers ILP self identified needs for professional development, and student academic growth and behavioral data.

Identified Need

(Describe the identified needs for this goal based on the CNA, SWIFT FIA, state assessments, local data, surveys, etc. List the identified student groups that are most at-risk based on the data)

Professional development will be utilized to increase students' proficiency in ELA, ELD, and math. STAR reports show that students did not make average annual gains because of COVID school closures and limited learning time with teachers. Training will be required to redeploy our PBIS program as all students return to campus. Our Title I budget will be combined with our Learning Loss budget to help meet the needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Applicable During:

VL and IP

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading – all curricular areas (Teachers and Instructional Support Staff)

Panama Staff will continue to learn as a professional learning community through engaging in the professional development opportunities aligned with their Individualized Learning Plans as well as other programs based on the identified need of the Panama students and community. Engage in professional development in person with travel or virtually, in opportunities to support whole class and small group instruction in aligning and improving student achievement in our district adopted curriculum (Benchmark Advance, Benchmark Universe, NYEngage, GoMath, Amplify, and Impact) Provide opportunities for training in the feedback and coaching cycle of instructional improvement, allowing release time for teachers, admin, and coaches to plan, observe expert teachers, and practice applying the learning within their own classrooms based on our ongoing development of the 90 days plans.

Provide release time and/or extra duty opportunities for grade-level teams to analyze, review, and prioritize the content standards, pacing guides, EL achievement data, common summative/formative assessments, and pacing guides in order to improve instruction. The planning and data analysis will be done weekly, monthly and quarterly. Additional times will be scheduled if needed based on needs identified through student data.

Provide training to Instructional Intervention teachers and aides on engaging students in their learning, systematic and specific training on phonics instruction and assessment strategies as well as effective classroom support 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)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

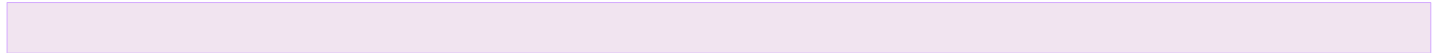
All students

Applicable During:

VL and IP

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

Provide opportunities through the use of consultants and conferences, for training necessary to implement the most effective curriculum and instructional models to increase student achievement. Provide professional development in order to develop instructional expertise and methodologies in using appropriate technology platforms to reach all students and supporting them in their individualized learning at school and at home, including but not limited to Lexia Core 5/PowerUp, Renaissance Place, Illuminate, IXL, EPIC, WFTB, AVID, Learning A-Z, Read Naturally, Signs for Sounds, Handwriting Without Tears, Starfall, Alphard, Seesaw, and Acadience, Splashlearn, NextGen.



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)
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Goal 6 Support Staff in Direct Service to Students

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	.5000	Instructional Intervention Teacher	49507	LCFF- District	1100-00: Certificated Teachers - Salary	CAASPP and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 4, 5	Provide support staff in their delivery core instruction and distributing supplemental and/or new resources to support this instruction. They will also provide supplemental instruction for students with an identified need. Also uses student data to determine and distribute instructional resources and training.
	.5000	Instructional Intervention Teacher	49507	Title I, Part A	1100-00: Certificated Teachers - Salary	CAASPP and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 4, 5	Provide support staff in their delivery core instruction and distributing supplemental and/or new resources to support this instruction. They will also provide supplemental instruction for students with an identified need. Also uses student data to determine and distribute instructional resources and training.

7	.3750	Instructional Intervention Aide	58898	Title I, Part A	2100-00: Instructional Aide - Salaries	CAASPP and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 5	Support instruction delivery to students with data identified need and support students' learning in all core academic needs determined through data analysis. Support student achievement through specific skill reteaching and support.
1	.5000	Elementary Assistant Principal	57649	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	CAASPP and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need. High suspension rates call for a different approach to discipline and a larger adult presence on campus to stop problems before they get out of hand.	1A, 1B, 2, 3, 4, 5	Supporting staff in delivering and accessing core instruction and resources as well as supplemental instruction and analyzing student data to determine and distribute instructional needs in all instructional areas. Provide training and support based on determined professional need to all staff on core as well as supplemental instruction. Provide guidance on data analysis, resource deployment and coordination to address student achievement. Work with the Instructional leadership teams to improve overall student achievement. Oversee PBIS and AVID programs.
3	.3750	Instructional Intervention Aide	26438	Title I District Reservation	2100-00: Instructional	CAASPP and STAR results have identified students in every grade who are	1A, 1B, 2, 3, 5	Assist in the delivery of differentiated instruction. Support teachers in

					Aide - Salaries	working below grade level. Parent and teacher surveys identify extra support as a major need.		providing differentiated instruction through monitoring and also working with students on skill specific instruction. Performing other tasks which facilitate the instructional model in order to accelerate student achievement.
		Benefits - District	84223	LCFF- District	3000-00: Employee Benefits			
		Benefits - Title I	28867	Title I, Part A	3000-00: Employee Benefits			
		Benefits - Title I District Reservation	3779	Title I District Reservation	3000-00: Employee Benefits			
1	1.0000	Academic Coach	102272	LCFF- District	1100-00: Certificated Teachers - Salary	CAASPP and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 4, 5	Supporting staff in delivering and accessing core instruction and resources as well as supplemental instruction and analyzing student data to determine and distribute instructional needs in all instructional areas Provide training and support based on determined professional need to all staff on core as well as supplemental instruction Provide guidance on data analysis, resource deployment and coordination to address student achievement Work with the Instructional leadership teams to

								improve overall student achievement.
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Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
X (LCFF) – District Local Control Funding Formula (LCFF)	\$
X (LCFF) – School Site Local Control Funding Formula (LCFF)	\$
LCFF - S&C	\$
Total amount of <u>state</u> categorical funds allocated to this school	\$

Federal Programs under the Elementary and Secondary Education Action (ESEA)	Allocation
X Title I, Part A: To improve basic programs operated by the District Schoolwide Program (Does not consolidate funds as part of an operating SWP)	\$160354
X Title I, Part A: Parent Involvement	\$2479
ESSA Comprehensive Support & Improvement (CSI)	\$
Other:	\$
Total amount of <u>federal</u> categorical funds allocated to this school	\$162,833

Total amount of <u>state and federal</u> categorical funds allocated to this school	\$162,833
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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF- District	0	-293,651.00
LCFF- Base	0	0.00
Title I, Part A	160354	-2,478.61
Title I, Part A Parent Engagement	2479	2,479.00
Title I District Reservation	0	-30,217.00
LCFF- S&C	0	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	25,206.39
LCFF- District	293,651.00
Title I District Reservation	30,217.00
Title I, Part A	162,832.61

Expenditures by Budget Reference

Budget Reference	Amount
1100-00: Certificated Teachers - Salary	201,286.00
1300-00: Administrator's salaries, Certificated Supervisors	57,649.00
2100-00: Instructional Aide - Salaries	85,336.00
242400-420000: Library: books, supplies & equipment	2,500.00
3000-00: Employee Benefits	116,869.00
4400-80: Title 1 - Technology > \$500	7,200.00
5800-00: Consultants/Professional Services/Licensing	41,067.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800-00: Consultants/Professional Services/Licensing		25,206.39
1100-00: Certificated Teachers - Salary	LCFF- District	151,779.00
1300-00: Administrator's salaries, Certificated Supervisors	LCFF- District	57,649.00
3000-00: Employee Benefits	LCFF- District	84,223.00
2100-00: Instructional Aide - Salaries	Title I District Reservation	26,438.00
3000-00: Employee Benefits	Title I District Reservation	3,779.00
1100-00: Certificated Teachers - Salary	Title I, Part A	49,507.00
2100-00: Instructional Aide - Salaries	Title I, Part A	58,898.00
242400-420000: Library: books, supplies & equipment	Title I, Part A	2,500.00
3000-00: Employee Benefits	Title I, Part A	28,867.00
4400-80: Title 1 - Technology > \$500	Title I, Part A	7,200.00
5800-00: Consultants/Professional Services/Licensing	Title I, Part A	15,860.61

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	50,767.00
Goal 6	461,140.00

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee	Date(s)	
Title I Review Committee	Date(s)	
Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		10-13-2020

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan and the local control accountability plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Brian Malavar	N/A	N/A	Principal	
2.				Classroom Teacher	
3.				Classroom Teacher	
4.				Classroom Teacher	
5.				Other Staff	
6.				Parent	
7.				Parent	
8.				Parent	
9.				Parent	
10.				Parent	

The SPSA was adopted by the SSC at a public meeting on:

SPSA Annual Review: for School Year 2020-21

- For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Provide a high-quality Common Core English Language Arts program for all students as well as targeted instruction with the necessary scaffolds to support all levels of learning. Purchase evidence-based support programs to impact student ELA and Reading achievement.</p> <p>Purchase digital as well as printed engaging, rigorous materials including but not limited to Read Live, ESGI, Lexia Core 5, IXL, Flocabulary, Starfall, RAZ Kids, Moby Max, WFTB, Handwriting Without Tears, Seesaw, and Standards Plus to support teaching and reteaching. Offer teachers extra pay to offer lunch and/or after school tutoring.</p> <p>Use data to determine students who need multi tiered strategies of intervention. Purchase research based materials or licenses to enhance the curriculum and learning opportunities for strategic, intensive or special education students.</p> <p>Provide additional opportunities to all staff in order to review, analyze</p>	<p>The Panama School community continued its endeavor to provide a rigorous comprehensive ELA education to all in spite of the many challenges faced due to the Covid pandemic and the changing instructional models occurring throughout the year. The school was able to maintain an effective system of instruction, assessment, reteaching and reassessment cycling throughout the year. Our comprehensive ELA block was delivered virtually through the Canvas platform with some grade levels also supplementing with Google Edsuite tools. Grade level planning was ongoing and each grade worked together to develop common assessments which aligned to our district ELA accelerated curricular map. The common formative assessments were used to determine reteaching needs and further support through instructional aides or behavior interventions where indicated. Third through Sixth grade also used the IAB's and ICA's</p>	<p>Printing of student materials 5710-00: Printing Title I, Part A 5000</p>	

<p>and determine instructional strategies based on the data.</p> <ul style="list-style-type: none"> • ----- ----- ---- <p>Printing: student materials Books other than textbooks: Standards Plus (student/teacher workbook) Licenses: Read Live, Lexia Core 5, IXL (ELA), Flocabulary, Starfall, RAZ Kids, Moby Max (ELA)</p>	<p>to help develop their assessment focus and structures. Students in all grades benefited from the purchase of materials which helped to streamline the delivery of instruction and make the learning more visible to teachers and students alike. Using materials purchased for assessing students like ESGI, IXL, Illuminate and GoGuardian helped teachers to track student achievement and determine when intervention was necessary. Educational platforms like SeeSaw, Peardeck, and MobyMax helped educators to create more engaging lessons where students could engage in and show their learning. The Flocabulary, Starfall, RAZKids, lexia Core5/PowerUp and Standards Plus resources helped support all students in their self-paced application and practice of pertinent skills in their learning progression.</p>	
<p>Increase the effectiveness, frequency, and program availability that students will have when they receive small group, differentiated instruction through the use of additional staff. Provide Rigby books and other materials for small group instruction.</p>	<p>Due to the distance learning model of instruction and necessary material separation the majority of all materials were delivered virtually. We did not use this line item to purchase more materials for small group instruction. However, in planning for the return of students next year, we see hands on materials and student access to differentiated, engaging books to be a top priority for our students.</p>	<div data-bbox="812 1346 1161 1528">Books other than textbooks: Rigby books 4200-00: Books - Other Than Textbooks Title I, Part A 0</div> <div data-bbox="1161 1346 1521 1528"></div>

<p>Our MTSS ELA program is designed to identify students in need of reteaching or enrichment based on the targeted standard on the curriculum based assessment. This is a regularly occurring system of assessment, analysis, regrouping, reteaching and reassessment. Staffing, training and materials assigned to each reteaching group is determined during planning opportunities by the staff during regular weekly plc's, monthly grade level and intervention team planning, monthly SST meetings which include the entire team and the parent. There is a systematic student data tracking system to determine effectiveness of all interventions which a student participates in.</p>	<p>Panama School will continue to follow their developed systematic instructional model in the coming year. The instructional cycles established for this year had to be modified and extended as the time required for reteaching, assessment and regrouping was impacted by the pandemic. Every instructional cycle took longer to complete and the data points to indicate student achievement weren't necessarily reliable or applicable in this environment. We anticipate maintaining our systematic instructional model in the coming year and are setting aside time and resources to support long term grade level planning to enhance instructional clarity for the coming year.</p>	<p>additional materials for remediation/enrichment. Additional 95% group materials 4300-00: Supplies & Materials Title I, Part A 7000</p>	
<p>ELD instruction will emphasize the development of all four language domains: reading, writing, listening, and speaking. The ELD program will include the following components: Phonology: the sound system of English (see comment). Syntax: the structure of language, including the rules that govern phrases and sentences Semantics: the meaning of language, including vocabulary and academic language Language functions: the purposes of languages Language forms and structures: grammar and language structures Pragmatics: situational appropriateness of</p>	<p>ELD was maintained during the school year, but attendance during the virtual dedicated time for instruction was negatively impacted by the pandemic's distance learning environment. The school used our intervention aides, behavioral intervention aide, social worker and library media clerk to bridge the gap for this group of students throughout the year. However, overall their data for lesson engagement and intervention attendance suggests this will be an area that will require more focus next year.</p>		

<p>language use Morphology: the forms and formation of words, including prefixes, affixes, suffixes, root words, inflections, etc. We will support this strategy by providing increased staffing, additional learning opportunities and/or student materials both digital and hands on as needed.</p> <p>• ----- -----</p> <p>EL Instructional Program</p> <p>The Common Core content standards and the state adopted EL standards are used together in developing a robust curriculum which will support the EL learners in working towards proficiency in both language acquisition and content standards. EL students receive embedded language supports within the district adopted core curriculum. Additionally, students receive daily, designated ELD instruction which specifically supports their speaking, listening, reading and writing skills.</p> <p>Strategies, Actions, and Services</p> <p>The evidence-based strategies, actions, or services which are being provided to our EL students are: thinking maps, visual prompts, mastery based learning, manipulatives, think, pair, share, peer support and collaboration, academic vocabulary, Write from the</p>		
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<p>Beginning, small group instruction, Avid growth mindset strategies, and individualized computer-based learning programs.</p> <p>Annual Evaluation and Progress Monitoring</p> <p>The process for annually evaluating and monitoring the implementation of our EL program is incorporated throughout the year on many levels. The ELLevation platform is used initially to determine EL levels, the students' yearly progress and specific domain strengths or deficits. Common formative assessments including STAR reading, math and (Acadience) early literacy and district developed interims are used throughout the year on the district level to track and compare student's targeted growth. Throughout the year teachers work together in PLC's to develop a strategic, instructional program which incorporates common formative assessments to support the students in their differentiated needs.</p>			
Total Amounts:			

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Provide a high-quality Common Core-aligned mathematics program for all students as well as targeted instruction with the necessary scaffolds to support all levels of learning.</p> <p>Purchase evidenced-based support programs to impact students' mathematics achievement including but not limited to Engage NY, Eureka Math consumable workbooks, Number Talks, Standards Plus, Reflex Math, Zearn, Seesaw, and NexGen Math. Purchase tablets and other resources for Math Shelf.</p> <p>Use digital, print, and hands-on engaging, rigorous materials to support teaching and reteaching. Purchase materials to create equitable access to technology for all students</p> <ul style="list-style-type: none"> ----- ----- <p>Licensing: Standards Plus, Reflex Math, Zearn, NexGen Math</p> <p>Books other than textbooks: Eureka Math consumable workbooks, Standards Plus</p> <p>Printing: Student materials</p> <p>Materials: Number Talks (posters)</p>	<p>The Panama School community continued its endeavor to provide a rigorous and comprehensive math education to all in spite of the many challenges faced due to the Covid pandemic and the changing instructional models occurring throughout the year. The school was able to maintain an effective system of instruction, assessment, reteaching and reassessment cycling throughout the year. Our math instruction was delivered virtually through the Canvas platform with some grade levels also supplementing with Google Edsuite tools. Grade level planning was ongoing and each grade worked together to develop common assessments which aligned to our district math accelerated curricular map. many common formative assessments were used to determine reteaching needs and further support through instructional aides or behavior interventions where indicated. Third through Sixth grade also used the IAB's and ICA's to help develop their assessment focus and structures. Students in all grades benefited from the purchase of materials which helped to streamline the delivery of instruction and make the learning more visible to teachers and students alike. Using materials</p>	<p>Licensing: Standards Plus, Reflex Math, Zearn 5800-00: Consultants/Professional Services/Licensing Title I, Part A 4500</p>	

	<p>purchased for assessing students like ESGI, IXL, Illuminate, NextGen, and using GoGuardian helped teachers to track student achievement and determine when intervention was necessary. Educational platforms like ThinkCentral's Personal Math Trainer, SeeSaw, Peardeck, and MobyMax helped educators to create more engaging lessons where students could engage in and show their learning.</p>	
<p>Use data to determine students who need multi-tiered strategies of intervention. Purchase evidence-based materials or licenses to enhance the curriculum and learning opportunities for strategic, intensive, or special education students. Purchasing materials necessary for student progress like manipulatives, whiteboards, math games, stem materials, and tech platforms.</p> <ul style="list-style-type: none"> ----- ----- <p>Materials: Math manipulatives, individual student whiteboards, games, puzzles, other resources</p>	<p>Teachers used data collected through STAR Math interim assessments throughout the school year to track overall student achievement progress. Grade level teams also developed common formative as well as summative assessments for critical core standards which students were learning based on our district accelerated curriculum maps for math. Students received reteaching during core instruction through learning opportunities within the regular instruction as well as targeted support as needed during office hours or tutoring time with the grade level instructional intervention aides as identified by assessment data. Due to the Covid distance learning models it was challenging to have students use hands on materials frequently. However, through the use of the on line personal math trainer, Peardeck, Splash learn, Reflex and</p>	<div>Materials: Math manipulatives, individual student whiteboards 4300-00: Supplies & Materials Title I, Part A 1000</div> <div></div>

	<p>NextGen math as well as materials created for individual student use like paper models and whiteboards, all grade levels maximized the opportunities that students were able to engage in their learning in meaningful ways. This will be of increasing importance as students return to in-person learning in the coming year.</p>		
<p>Increase the effectiveness, frequency and program availability that students will have when they receive small group, differentiated instruction through the use of additional staff or instructional opportunities if funding is available.</p>	<p>Due to the distance learning environment, a great deal of focus was given to increasing the amount of time that students were engaging in their core instruction and supporting them in smaller groups when they were applying the skills that they were learning. Student learning opportunities were supported through increased aide support to maintain contact with the students while working on line, open office hours for individualized student support and monitoring and celebrating student progress through goal setting and tracking.</p>	<p>aides 2100-00: Instructional Aide - Salaries Title I, Part A 0</p>	
<p>Our MTSS Mathematics program is designed to identify students in need of reteaching or available for enrichment based on the targeted standard on the curriculum based assessment. This is a regularly occurring system of assessment, analysis, regrouping, reteaching and reassessment. Staffing, training and materials assigned to each reteaching group is determined during</p>	<p>Due to our Covid distance learning model, our MTSS system of mathematics instruction was severely restricted. We still maintained our grade level planning following our district accelerated instructional maps, gave common formative and summative assessments and designed reteaching opportunities for students through synchronous and asynchronous class time as well as during teacher</p>	<p>Math manipulatives, whiteboards, remediation materials 4300-00: Supplies & Materials Title I, Part A 1957</p>	

<p>planning opportunities by the staff during regular weekly plc's, monthly grade level and intervention team planning, monthly SST meetings which include the entire team and the parent or regularly occurring IEP meetings for identified students. There is a systematic student data tracking system to determine effectiveness of all interventions in which a student participates.</p>	<p>office hours and the after school district provided tutoring opportunities. Student achievement monitoring was done throughout the year by monitoring student lesson engagement, completion and skill progress. Students who were identified as not engaging in the lessons or not making progress were given support through small group instruction by the teacher, as well as class intervention aides. Students were provided extra support through our student success team, behavior intervention aides, administration or social worker as need was identified.</p>	
<p>Teachers will use best practices to target instruction for students identified as EL or RFEP to accelerate their learning through the use of strategic groupings based on student need, providing additional materials such as primary language dictionaries of specific domain language (math), manipulatives/realia, visual supports like math word walls or language frames. Additional staff training and opportunities to observe expert instruction.</p> <ul style="list-style-type: none"> • ----- --- <p>Books other than textbooks: primary language dictionaries Materials: math manipulatives, Mathematical Process and Procedures Posters, Word wall Charts,</p>	<p>Support for our identified EL and RFEP students was again limited due to our distance learning environment caused by the Covid pandemic. Teachers maintained their specific English language development groups based on best practices and used this time to maximize students engagement with the novel math concepts which were being introduced with each unit. Grade levels also sent home individual student use math manipulatives and used on line supports to help students transfer skills to new language situations. The use of online math manipulatives, splashlearn, Khan Academy and other tools like Peardeck also helped lessons to be more</p>	<div data-bbox="824 961 1161 1161"> <p>Books other than textbooks: primary language dictionaries 4200-00: Books - Other Than Textbooks Title I, Part A 200</p> </div> <div data-bbox="1177 961 1513 1161"></div>

Sentence strips, Chart paper, pens, markers	engaging for the english learner.		
Total Amounts:			

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Develop and refine instructional expertise and methodologies in using appropriate technology platforms to reach all students and supporting them in their individualized learning at school and at home including but not limited to Lexia Core 5, Renaissance Place, Illuminate, IXL, EPIC, WFTB, AVID, Learning A-Z, Read Naturally, Signs for Sounds, Handwriting Without Tears, Starfall, Alphard, Seesaw, and Acadience.	Developing teacher expertise and supporting the learning and application of new skills was of critical importance this school year due to our changing environment due to the Covid pandemic. Teachers and staff received training on the Canvas platform, NextGen math, Peardeck, Parentsquare communication methods, Zoom and other on demand webinars necessary to support engaging instruction and accurate assessments for our students throughout the year.	as listed above 5800-00: Consultants/Professional Services/Licensing Title I, Part A 2000	
<p>Purchase additional books to support all readers' access to varied subjects and authors within our print library as well as expanding digital library availability. Core Lit, Literature supporting adopted curriculum (Benchmark, Amplify, Impact, GoMath), Literature Circles support materials, Books for reading incentives to develop home libraries and encourage home reading in EL's native language, books for Summer reading challenges and awards.</p> <ul style="list-style-type: none"> ----- <p>Library Books: Books to be checked out from the library License: digital library subscription Books other than textbooks: Literature Circles support materials, Core Lit, Literature supporting adopted</p>	<p>Our library had a very dated fiction chapter book supply and we've identified a need for more books appealing to our reluctant readers and those transitioning from beginning picture books to longer chapter books. Due to this, we focused our purchasing on beginning reader chapter books, and enhanced our mid-level biography section. Our graphic novel section frequently had a long wait list, so we also purchased more graphic novels based on classic stories which are important for readers to know for background knowledge to apply later in content areas.</p> <p>We did pass out books for our reading incentives throughout the year, but had a supply from previous years. In the future, we want to purchase books which are</p>	Books to be checked out from the library 242400-420000: Library: books, supplies & equipment Title I, Part A 6000	Books to be checked out from the library 5518.00

curriculum LCFF: Books for reading incentives, home language books for ELs, summer reading books, awards	also in the Accelerated Reader system so students will be motivated to read the books they receive and this will accelerate their reading frequency.	
Enhance student's engagement in co-curricular activities through an increasing opportunity for hands-on projects, academic fairs, performance-based projects (i.e. readers theater or productions), and/or grade level recognition of student achievement on these projects. Purchase materials to create equitable access for project creation.	Unfortunately, due to the Covid pandemic and our efforts to follow the CDE guidelines for health and safety, our ability to bring students together and work on extra performance based activities and productions was severely limited. The hands-on projects and activities were covered within our regular budget for curricular materials.	project materials, as funding is available 4300-00: Supplies & Materials Title I, Part A 0
Enhance our at home student support systems through parent training, materials and additional staff availability to increase the frequency and intensity of community engagement regarding student curricular needs.	Panama school created extra opportunities for at home support through grade level intervention aide small groups, one on one student assistance, phone calls home and reaching out through GoGuardian chats and phone calls to support students in accessing their learning. Our Behavior Intervention aide supported multiple students through a check in and check out token system and our district assigned social worker reached out on occasion to families with students who were still experiencing difficulties in academic achievement. Our library media clerk provided direct support throughout the year to assist students in accessing their instruction by trouble shooting technology issues as well as training students and	

	their families on best practices using their chromebooks and Clever linked resources.		
<p>Provide supplemental support personnel (direct services) for academic improvement. District Funded (FTE 1.0) Academic Coach District Funded (FTE .5) Intervention Teacher Principal Funded (FTE .5) Intervention Teacher Title I Funded (FTE 7.0) Instructional Intervention Aide</p>	<p>The support personnel provided direct support to students in accessing their core instruction in order to maximize their learning opportunities in the distance learning environment. The Academic Coach supported teachers in accessing and organizing core curriculum for direct and supporting instruction. The Intervention Teacher used formative/summative and observational data in order to provide multi-tiered strategies of support to students who were not making adequate achievement gains throughout the year. There was a systematic process of monitoring student engagement and achievement and then supports were created using the instructional aides and online resources to address gaps in learning which couldn't be addressed within the ongoing core instruction and reteaching cycles.</p>	<p>District Funded (FTE .50) II Teacher 1100-00: Certificated Teachers - Salary Title I, Part A 49507</p>	
<p>Continue to systematically implement the best AVID practices in grades 3-6 through expanding the use of AVID resources. Purchase materials to support the student access to available organizational materials, incentive, and reward materials to deepen our implementation of the school-wide growth mindset.</p> <ul style="list-style-type: none"> ----- ----- 	<p>Incorporated AVID best practices of organization, goal setting, learning reflections, and planning for learning strategies in order to engage students in their learning and support families in their students' education. Used online and hands on materials to support this implementation.</p>	<p>Materials: Binders, planners, dividers, pencil pouches, highlighters, markers, pens 4300-00: Supplies & Materials AVID* 4000</p>	

Materials: Binders, planners, dividers, pencil pouches, highlighters, markers, pens Materials: Incentives and rewards (LCFF)		
Student Success Teams will be utilized to develop an effective intervention for students in need. As needed for parent participation, scheduled meetings at a mutually agreeable time, providing floating substitutes to release teachers from classrooms during the day to participate in the meeting.	Due to the Covid distance learning model, Student Success Teams were able to be hold all meetings within the available staff hours. Parent participation was positively impacted by being able to attend the meetings through Zoom.	Extra duty Time card 1100-02: Certificated Teachers - Extra Duty Title I, Part A 3000
Supplemental Resources: General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students, and for teachers to use in their instruction. To supplement core instruction, printers, paper, copiers, and computers will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment. To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, interactive technology, composition books, binders, dividers, folders, student planners,	Supplemental resources were used throughout the year as we responded to the ever changing educational models of distance, in person and simultaneous instruction. Every grade level worked to provide equity in accessing the curriculum for all students by creating engaging hands on materials for all places of learning. This included; whiteboards and pens, binders, dividers planners, as well as awards for academic achievements and recognition throughout the year. Packets were put together to enhance student engagement and achievement. Panama school held incentivized reading challenges and token award systems for students in all grade levels to participate in throughout the year.	Maintenance agreements for services to Title I equipment 5600-29: Repairs Title I, Part A 2000

<p>and other educationally related supplies.</p> <p>Academic incentives and awards of nominal value will be purchased to recognize outstanding achievement/growth in areas such as core subjects, citizenship, physical education, and school/community involvement. (LCFF & Title I as appropriate)</p> <p>Duplication/printing of student supplemental learning materials/customized learning materials for subjects across the curriculum to enhance learning objectives. If needed for Distance Learning, students, with or without access to technology, may be provided additional printed learning materials packets.</p> <p>Supplemental resource actions will be monitored by reviewing lesson plans, specially funded supply requests, and classroom visits/observation of the supplies in use.</p>		
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
All stakeholders will be informed regarding Panama's SWPBIS behavior expectations. Students and staff will understand how to conduct themselves in a safe and kind manner in the key areas of the school. Classroom, Office, Cafeteria, Library, Bathrooms, and the Playground.	Panama School's SWPBIS expectation matrixes were adjusted to reflect the digital learning environment all students were in at the beginning of the year. Our digital learning expectations were aligned with our SWPBIS matrix and communicated with students routinely at the outset of new learning models or regularly revisited during SEL lessons. Our intervention groups also had a PBIS matrix aligned to our SWPBIS which was shared with all participating students regularly. The SWPBIS schoolwide staff training was limited due to the Covid distance learning environment. All staff members interacting with students were trained on the SWPBIS plan and expectations. Families were informed regarding the plan during beginning of the year meetings as well as throughout the year during parent teacher conferences and other parent engagement activities where appropriate. The SWPBIS was also reviewed and discussed in a very engaging manner through our daily announcements by our Assistant Principal.	Materials: School-wide expectation posters, clear sheet protectors 4300-00: Supplies & Materials Title I, Part A 1000	
Continue to implement PBIS strategies and supports such as School Psychologist, Behavior Intervention Assistant and social skills groups for Tier 1 and Tier 2 students. Possible purchasing of	Our School psychologist and Behavior Intervention Assistant worked directly with identified students to help students engage with their SEL opportunities as well as self monitor their behavior based on the	Curriculum for conduct/structured play 4300-00: Supplies & Materials Title I, Part A 500	

material/curriculum to support student behavior and social-emotional needs of intervention during lunch or extended learning opportunities.	SWPBIS. Students with an identified need were provided with tools and tokens to incentivize their participation and growth.	
Utilizing vice (assistant) principal, BIA and other support staff in addressing social skills, social emotional needs and other behaviors to pro-actively intervene and develop appropriate behaviors with designated students.	All the support staff were regularly and pro-actively engaging with students and staff regarding the SWPBIS expectations and discussed their impact on the students in a personal and reflective way. With the help of the BIA and school psychologist, identified students monitored their behaviors and worked towards applying the positive social and behavior skills to positively impact their academic achievement.	
Provide incentive programs to develop an engaging positive culture in order to improve behavior, increase class time and develop good attendance habits within all students.	Students were incentivized to participate positively with the school community throughout the year, earning STING tickets (our token system) and were able to purchase items with their earnings. Even through the distance learning model, all students had opportunities to participate in this program.	<div>Incentives 4300-00: Supplies & Materials LCFF- Base 0</div>
Total Amounts:		

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
We have regularly scheduled opportunities for parents to be informed of their child's progress through the ParentVue Synergy system, virtual meet and greet and meet the principal meetings, progress reports, parent/teacher conferences, Site Council meetings, ELAC, family picnics, carnivals, father/daughter dance, mother son outings, Pajama Sting night, regularly held award assemblies, Donut Dozen, STING store, Honor Hour. Continuing to work closely with parent club to implement more activities as developed with all stakeholders.	While our parent and family engagement plans for the year were negatively impacted due to the Covid pandemic safety guidelines put in place to protect the health of our community, Panama School did work strenuously to engage our entire community in a positive manner. We did hold a virtual Meet and Greet the Teacher and Greet the Principal at the beginning of the year, Parent Teacher conferences and Open Zoom Question and Answer meetings for every proposed as well as implemented change to the instructional model. We held virtual and drive through award events as well as regular opportunities for students to purchase items in our curbside STING store supporting our SWPBIS program. We held a welcome back to school and end of school picture event hosted by the Parent Club as well. This distance learning year also provided an increased opportunity for teachers and parents to interact in an increased manner through the virtual learning lens of Zoom/Google Meets and the daily, ongoing interaction with parents on ParentSquare and through frequent supporting phone calls and messaging.	Parent Hospitality: Drinks and light refreshments 4300-00: Supplies & Materials Title I, Part A Parent Engagement 1000	
Distance learning best practices professional	Throughout the year, parents were given hard	Handouts for parents 5710-00: Printing Title I,	

development as well as organized parent outreach events to facilitate the at-home connection with all families.	copy supports to assist them in supporting their students in accessing and applying their learning opportunities.	Part A Parent Engagement 200	
Enhance our at home student support systems through parent training, materials and additional staff availability to increase the frequency and intensity of community engagement regarding student curricular needs.	The entire school community was engaged in reaching out to our students and supporting them in all ways to access their learning. All families were encouraged to attend our virtual learning opportunities to be prepared for the expectations in all learning models. Our library media clerk dedicated much of every day to getting students through technology roadblocks to learning. Other support staff like the intervention aides, both instructional and behavior, worked with identified students having issues accessing their learning . Administration and our Intervention teacher contacted families and coordinated support personnel to create scaffolds of support for all families attending Panama School.		
Total Amounts:			

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Engage in professional development in person with travel or virtually, in opportunities to support whole class and small group instruction in aligning and improving student achievement in our district adopted curriculum (Benchmark Advance, Benchmark Universe, NYEngage, GoMath, Amplify and Impact)	This year demanded a great deal of unplanned for professional development due to the fluid instructional models. All staff participated in virtual professional development on; Canvas, Zoom, GoGuardian, Peardeck, Google EdSuite resources, NextGen, and ParentSquare in order to support the delivery and differentiation of instruction and assessments. We also had professional development on our new curriculum; Amplify and Impact.	Conference: Benchmark Advance 5200-00: Travel & Conference Title I, Part A 0	
Engage in professional development in person or virtually in support programs to enhance student achievement within their core curriculum to include but not limited to Thinking Maps, Write From the Beginning, 95% program, AVID, NextGen math, Illuminate assessment and data systems, Google for Classrooms, Visualizing/Verbalizing, as well as other programs to further improve the achievement of all students, students with special needs and the English learners within our community.	Due to the demands already put upon our entire community to deal with our change in instructional models, further professional development in additional curriculum to enhance in person learning was put on hold. The professional development this year had to focus on effective instructional delivery and student engagement strategies. Our resources were focused on supporting the entire Panama community in achieving the most effective instructional design in the circumstances we were in at the time.	Teacher substitutes 1100-01: Certificated Teachers - Subs Title I, Part A 4500	
Provide opportunities for training in the feedback and coaching cycle of instructional improvement, allowing release time for teachers, admin, coaches to plan, observe expert teachers, and practice	Data analysis and grade level collaboration were of upmost importance during this pandemic year. As capacity allowed, grade levels collaborated on strategies to increase student engagement and	(# of Teachers)x(# of Days)x(\$0.00)=\$0.00 1100-01: Certificated Teachers - Subs Title I, Part A 2500	

<p>applying the learning within their own classrooms. Provide release time and/or extra duty opportunities for grade-level teams to analyze, review, and prioritize the content standards, pacing guides, EL achievement data, and Benchmark assessments to improve instruction. Grade level staff will be given up to 1 full day/quarter of release time to collaborate. Additional release time may be required during the year or in June of 2021 based on data.</p>	<p>achievement in all subject areas throughout the year. All collaboration, observation and coaching, was made more strenuous and time consuming due to the virtual environment we were in even after the return of in person instruction much collaboration and observation/coaching was negatively impacted due to the health and safety protocols in place to ensure a safe return for everyone. We will increase our attention to this strategy as we move forward into the 2021-2022 school year to address best practices in mitigating learning lost over the last year.</p>		
<p>Provide additional training on effective instructional strategies to the designated staff, which will include intervention staff.</p>	<p>All staff required additional training this year on the platforms already mentioned including our supporting intervention staff; behavioral, instructional and shadow aides.</p>	<p>Teacher substitute: (# of Teachers)x(# of Days)x(\$0.00)=\$0.00 1100-01: Certificated Teachers - Subs Title I, Part A 1500</p>	
<p>Purchase materials to create equitable access for project creation, allow release time or time carding for clubs as well as seasonal productions.</p>	<p>The materials and resources to provide an equitable environment for all learners were seriously curtailed due to the virtual environment we were in this year. Materials were purchased and dispersed equitably when projects were happening by grade levels.</p>	<p>Time carding- Extra Duty: (# of teachers)x(# hours)x(\$0.00)= \$0.00 1100-02: Certificated Teachers - Extra Duty Title I, Part A 1500</p>	
<p>Provide opportunities for staff training, with PBIS including classified personnel training.</p>	<p>New teachers and staff unfamiliar with our PBIS program were given training and support in implementing this program throughout the year.</p>	<p>Time carding- Extra Duty: (# of Teachers)x(# hours)x(\$0.00)= \$0.00 1100-01: Certificated Teachers - Subs Title I, Part A 0</p>	
Total Amounts:			

