

School Year: **2021-22**

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
College Park Elementary School	30-73650-6089437	October 19, 2020	November 17, 2020

Goal 1

Students will show growth in all subject areas, including the Social Justice Standards, and teachers will introduce and review identity, diversity, justice, and action with every student, at least once a month, in grades K-6.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The counseling team will support activities provided to teachers to implement with students according to their grade-level bands and in accordance with the Social Justice Standards.	Students will develop positive social identities; will be able to talk comfortably about and discuss their own and their family group identities; and express comfort with people who are both similar to and different from them and engage respectfully with all people;	
Schoolwide: Students will be able to know and like who they are and can talk about their family and themselves and describe their various group identities through explicit teaching of identity and character analysis.	Teachers will create an environment within the classroom that focuses on student identity and feeling good about their identity, being able to share about their identity in class with one another, and focusing on characters in literature and how similar they are to our students, pointing out positive character traits with all different backgrounds, races, etc. 100% of students will use accurate, positive descriptors to describe themselves, including more than one group identity that they hold (culture, race, ethnicity, College Park student). They will identify ways to be a good friend to all.	
K- Students will read grade level text with purpose and understanding	Between 80-90% of students will meet end-of-year benchmarks.	
1-4th grade students will demonstrate math fact fluency.	*Students will demonstrate fluency by adding and subtracting 20 facts within 9 with 80% accuracy.	

Metric/Indicator	Expected Outcomes	Actual Outcomes
	*80% will fluently add and subtract within 20 on Goal 9 of the Factswise addition and subtraction. *80% of students will pass Goal 5 on multiplication and division in Factswise. *80% of students will fluently add multi-digit whole numbers	
5- Students will multiply by two-digit numbers using a standard algorithm	85% of students will successfully complete exit slips and score at least a 3 on our summative assessments throughout our multiplication, fraction, and decimal units.	
6- Students will add, subtract, multiply and divide whole numbers, fractions, decimals, and order of operations.	Students will meet the target when they score at least a 70% score on the final, end-of-year basic skills math test.	

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

Goal 2

To cultivate a positive school culture and system of supports for student personal, social emotional and academic growth. To create a safe and caring community where students feel comfortable to share and take risks in their learning. Empowering students to reflect and make good choices in their learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Kinder: Students will be able to identify emotions and strategies to calm their body.	85% of students will be able to identify 2 emotions and use 1 strategy to calm their body	
1st: Students will be able to identify basic emotions like sadness, happiness, and fear.	80% of students will be able to correctly identify 7 out of 10 emotions presented in various examples.	
2nd: 100% of students will know and be able to identify at least one way to calm themselves and identify at least one way to deal with emotions that are upsetting.	100% of students will complete a survey to show they have met the learning target by correctly identifying at least one calming technique (from a multiple choice list) and sharing their "personal calming strategies plan."	
3rd: Students being able to name two strategies that can be used to stay focused and calm during school	100% of students will be able to identify two strategies that they can use to regain focus and stay calm during the school day by February 2021.	
4th: Students will be able to identify their strengths and weaknesses and use this knowledge to plan their actions	Meeting the target will look like 90% of students having accurate or realistic actions to match their perceived areas of growth.	
5th: Students can set goals and create a plan related to them.	100% of students will revisit, evaluate, and adjust goals by June, 2021.	
6th: Students will be able to define growth mindset and describe strategies in dealing with stress and growth mindset opportunities	About 1/3 of students couldn't define what a growth mindset is at the BOY survey, about half did not feel comfortable making mistakes in class, and 15% could not name 3 strategies to deal with stress.	

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

Goal 3

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Question #1 – Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/activities to achieve the goal.

a) Which strategies were implemented as planned? Which were not and why?

b) Which strategies were most effective? Least Effective?

Question #2 – Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/activities, expenditures)

Annual Evaluation Part II: Supporting LCAP Targeted Student Groups

Analysis

English Language Learners action statement:

Describe the overall implementation of the strategies/activities to support the targeted groups.

- a. Which strategies were implemented as planned? Which were not and why?
- b. Which strategies and activities were most/least effective? Why?

Low-income/Foster Youth Students action statement:

Describe the overall implementation of the strategies/activities to support the targeted groups.

- c. Which strategies were implemented as planned? Which were not and why?
- d. Which strategies and activities were most/least effective? Why?

Summary: Based on the above program evaluation, what changes might you consider for supporting targeted groups moving forward?