



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|--|---------------------------|
| Bancroft Elementary School | 37-68197-6038418 | May 7, 2020 | June 30, 2020 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Table of Contents

| | |
|---|----|
| SPSA Title Page | 1 |
| Purpose and Description | 1 |
| Table of Contents | 2 |
| Comprehensive Needs Assessment Components | 3 |
| Data Analysis | 3 |
| Surveys..... | 3 |
| Classroom Observations..... | 4 |
| Analysis of Current Instructional Program | 4 |
| Stakeholder Involvement | 10 |
| Resource Inequities | 10 |
| School and Student Performance Data..... | 11 |
| Student Enrollment | 11 |
| CAASPP Results | 13 |
| Student Population..... | 17 |
| Overall Performance | 18 |
| Academic Performance..... | 19 |
| Academic Engagement..... | 23 |
| Conditions & Climate..... | 25 |
| Goals, Strategies, & Proposed Expenditures | 27 |
| Goal 1 | 27 |
| Goal 2 | 32 |
| Goal 3 | 37 |
| Goal 4 | 42 |
| Budget Summary | 46 |
| Budget Summary | 46 |
| Other Federal, State, and Local Funds | 46 |
| Budgeted Funds and Expenditures in this Plan..... | 47 |
| Funds Budgeted to the School by Funding Source | 47 |
| Expenditures by Funding Source | 47 |
| Expenditures by Budget Reference..... | 47 |
| Expenditures by Budget Reference and Funding Source | 47 |
| Expenditures by Goal..... | 47 |
| School Site Council Membership | 48 |
| Recommendations and Assurances | 49 |
| Instructions | 50 |

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas:

- 90% Agree that school meets academic needs of their child
- 91% Satisfied with teacher's communication about child's academic needs
- 92% Feel welcome and respected in classroom and school
- 89% Report child feels safe at school
- 72% Feel school is active in preventing bullying
- 91% Satisfied with communication from school
- 71% Satisfied with level of engagement and participation related to decisions regarding their child's education

As compared to the previous year, there was a significant increase, 8%, of students reporting they feel safe at school, and an increase of 10% in satisfaction with communication from school. An area of need, according to the 2019-2020 survey, is in preventing bullying.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (25 respondents)
- Ways to get involved and support their child's education (31 respondents)
- Homework help strategies (27 respondents)
- Math development strategies and the math curriculum (24 respondents)
- Bullying prevention (24 respondents)
- Reading development strategies and the language arts curriculum (21 respondents).

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% of respondents reporting the ESS Program is meeting their family's needs. Additionally, 100% of respondents reported that their children enjoy the extracurricular activities and that the ESS staff is courteous and professional.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of addressing the social emotional needs of students, bullying prevention, and involving parents in supporting their children's education.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and counselors at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to face that includes:

Online Courses

- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses

- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is focused on the use of:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction
- Educational Equity

Staff development at our school site in the 2020-21 school year will focus on Equity, Professional Learning Communities, Response to Intervention, and Multi-tiered Systems of Support, all aligned with improving delivery of our state adopted standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional collaboration, principal observation and support, and Rtl support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)

Positive Behavior Interventions and Supports (PBIS)

Multi-tiered Systems of Support (MTSS)

Educational Equity and COURAGEOUS CONVERSATIONS - SDSU

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Through Title I funds in 2020-21, we will fund an 80% intervention teacher and 60% of a counselor.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC #4 5/4/20 @ 8:45 am
- SSC # 4 Meeting, 3/12/20 @ 3:00 pm; SSC #5 Meeting, 5/7/20, @ 3:00 pm
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: 3/10/20 @ 2:45
- Other meetings where the 2020-21 SPSA goals, metrics were discussed: PTA, 3/25/20, 5:30 pm

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

The needs assessment involved the review of SBAC Dashboard Data of all students with special attention being given to the data of our students with disabilities, our African American students, and our homeless students. All at-risk students receive support through Specialized Academic Instruction (SAI), with a focus on IEP specific academic goals, or work with the intervention teacher/reading specialist. Students who qualify for special education receive SAI support. Students in grades 3-6 who perform below grade level on SBAC ELA and/or are not at grade level in reading are supported by the teacher/reading specialist. Non-readers and below grade level readers in grades K-2 also receive this support. All students in grades K-6 have access to either an Ipad or ChromeBook and core curriculum. Through the needs assessment, we have determined that there are not any resource inequities for our identified student groups. We are dedicated to ensuring that every student receives the services he/she needs and increasing the academic achievement of all our students. As such, our school is participating in an Equity Grant through San Diego County Office of Education with the goal of promoting equity, increased opportunities, and accelerated learning for our underserved students. Through this grant, staff members will attend trainings, conferences, and workshops with the goal of developing a continuous improvement habit with the goal of implementing sustainable system change for all students, but with a more intense focus on our students with disabilities, our English learner students, and our homeless students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.20% | % | 0% | 1 | | 0 |
| African American | 9.70% | 7.59% | 9.72% | 48 | 35 | 42 |
| Asian | 1.01% | 0.87% | 0.23% | 5 | 4 | 1 |
| Filipino | 2.22% | 1.74% | 2.31% | 11 | 8 | 10 |
| Hispanic/Latino | 74.55% | 77.66% | 77.08% | 369 | 358 | 333 |
| Pacific Islander | 1.01% | 0.43% | 0.69% | 5 | 2 | 3 |
| White | 6.67% | 6.51% | 4.4% | 33 | 30 | 19 |
| Multiple/No Response | % | % | 5.56% | | | 0 |
| Total Enrollment | | | | 495 | 461 | 432 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 61 | 66 | 58 |
| Grade 1 | 56 | 62 | 61 |
| Grade 2 | 73 | 52 | 63 |
| Grade3 | 84 | 74 | 53 |
| Grade 4 | 82 | 73 | 64 |
| Grade 5 | 73 | 71 | 65 |
| Grade 6 | 66 | 63 | 68 |
| Total Enrollment | 495 | 461 | 432 |

Conclusions based on this data:

1. There was a slight increase in the enrollment of kindergarten and first grade students from the 2017-2018 school year to the 2018-2019 school.
2. There was a decrease in enrollment in grades 2-6 from the 2017-2018 school year to the 2018-2019 school year.
3. The total overall enrollment has decreased from the 2017-2018 school year to the 2018-2019 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 213 | 212 | 184 | 43.0% | 46.0% | 42.6% |
| Fluent English Proficient (FEP) | 27 | 17 | 24 | 5.5% | 3.7% | 5.6% |
| Reclassified Fluent English Proficient (RFEP) | 9 | 3 | 9 | 3.8% | 1.4% | 4.2% |

Conclusions based on this data:

1. The number of English Learner students increased slightly from the 2017-2018 school year to the 2018-2019 school year.
2. During the 2018-2019 school year, fewer students, 17, qualified as Fluent English Proficient as compared to 27 during the 2017-2018 school year.
3. During the 2018-2019 school year, fewer students, 3, were Reclassified Fluent English Proficient as compared to 9 during the 2017-2018 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 100 | 77 | 67 | 99 | 73 | 66 | 99 | 73 | 66 | 99 | 94.8 | 98.5 |
| Grade 4 | 80 | 82 | 69 | 78 | 81 | 68 | 78 | 81 | 68 | 97.5 | 98.8 | 98.6 |
| Grade 5 | 78 | 68 | 76 | 74 | 67 | 76 | 74 | 67 | 76 | 94.9 | 98.5 | 100 |
| Grade 6 | 70 | 63 | 63 | 68 | 63 | 63 | 68 | 63 | 63 | 97.1 | 100 | 100 |
| All Grades | 328 | 290 | 275 | 319 | 284 | 273 | 319 | 284 | 273 | 97.3 | 97.9 | 99.3 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2357. | 2377. | 2380. | 5.05 | 15.07 | 10.61 | 12.12 | 13.70 | 16.67 | 22.22 | 20.55 | 27.27 | 60.61 | 50.68 | 45.45 |
| Grade 4 | 2385. | 2414. | 2417. | 5.13 | 8.64 | 13.24 | 10.26 | 22.22 | 20.59 | 20.51 | 19.75 | 14.71 | 64.10 | 49.38 | 51.47 |
| Grade 5 | 2433. | 2414. | 2409. | 8.11 | 2.99 | 0.00 | 13.51 | 16.42 | 13.16 | 22.97 | 16.42 | 23.68 | 55.41 | 64.18 | 63.16 |
| Grade 6 | 2452. | 2477. | 2461. | 5.88 | 7.94 | 3.17 | 11.76 | 17.46 | 22.22 | 30.88 | 31.75 | 25.40 | 51.47 | 42.86 | 49.21 |
| All Grades | N/A | N/A | N/A | 5.96 | 8.80 | 6.59 | 11.91 | 17.61 | 17.95 | 23.82 | 21.83 | 22.71 | 58.31 | 51.76 | 52.75 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.05 | 17.81 | 10.61 | 33.33 | 31.51 | 51.52 | 61.62 | 50.68 | 37.88 |
| Grade 4 | 8.97 | 12.35 | 22.06 | 44.87 | 45.68 | 33.82 | 46.15 | 41.98 | 44.12 |
| Grade 5 | 9.46 | 8.96 | 5.26 | 37.84 | 28.36 | 42.11 | 52.70 | 62.69 | 52.63 |
| Grade 6 | 8.82 | 9.52 | 6.35 | 30.88 | 46.03 | 38.10 | 60.29 | 44.44 | 55.56 |
| All Grades | 7.84 | 12.32 | 10.99 | 36.68 | 38.03 | 41.39 | 55.49 | 49.65 | 47.62 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.05 | 13.70 | 9.09 | 40.40 | 36.99 | 40.91 | 54.55 | 49.32 | 50.00 |
| Grade 4 | 3.85 | 8.64 | 8.82 | 33.33 | 40.74 | 42.65 | 62.82 | 50.62 | 48.53 |
| Grade 5 | 8.11 | 4.48 | 5.26 | 43.24 | 25.37 | 32.89 | 48.65 | 70.15 | 61.84 |
| Grade 6 | 5.88 | 14.29 | 4.76 | 32.35 | 33.33 | 41.27 | 61.76 | 52.38 | 53.97 |
| All Grades | 5.64 | 10.21 | 6.96 | 37.62 | 34.51 | 39.19 | 56.74 | 55.28 | 53.85 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.08 | 8.22 | 12.12 | 55.56 | 57.53 | 65.15 | 36.36 | 34.25 | 22.73 |
| Grade 4 | 5.13 | 8.64 | 14.71 | 47.44 | 62.96 | 54.41 | 47.44 | 28.40 | 30.88 |
| Grade 5 | 6.76 | 2.99 | 3.95 | 56.76 | 47.76 | 47.37 | 36.49 | 49.25 | 48.68 |
| Grade 6 | 5.88 | 9.52 | 3.17 | 55.88 | 65.08 | 53.97 | 38.24 | 25.40 | 42.86 |
| All Grades | 6.58 | 7.39 | 8.42 | 53.92 | 58.45 | 54.95 | 39.50 | 34.15 | 36.63 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.08 | 19.18 | 10.61 | 48.48 | 38.36 | 45.45 | 43.43 | 42.47 | 43.94 |
| Grade 4 | 8.97 | 7.41 | 10.29 | 41.03 | 56.79 | 42.65 | 50.00 | 35.80 | 47.06 |
| Grade 5 | 13.51 | 7.46 | 2.63 | 37.84 | 41.79 | 35.53 | 48.65 | 50.75 | 61.84 |
| Grade 6 | 8.82 | 12.70 | 15.87 | 42.65 | 53.97 | 42.86 | 48.53 | 33.33 | 41.27 |
| All Grades | 9.72 | 11.62 | 9.52 | 42.95 | 47.89 | 41.39 | 47.34 | 40.49 | 49.08 |

Conclusions based on this data:

1. 24.9% of students met or exceeded standards in overall achievement during the 2018-2019 school year.
2. 53.1% of students met or exceeded standards in Reading-Demonstrating understanding of literary and non-fictional texts.
3. 45.4% of students met or exceeded standards in Writing-Producing Clear and Purposeful Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 100 | 77 | 67 | 99 | 75 | 66 | 99 | 75 | 66 | 99 | 97.4 | 98.5 |
| Grade 4 | 80 | 82 | 69 | 80 | 82 | 68 | 79 | 82 | 68 | 100 | 100 | 98.6 |
| Grade 5 | 78 | 67 | 76 | 74 | 66 | 76 | 74 | 66 | 76 | 94.9 | 98.5 | 100 |
| Grade 6 | 70 | 62 | 63 | 69 | 62 | 63 | 69 | 62 | 63 | 98.6 | 100 | 100 |
| All Grades | 328 | 288 | 275 | 322 | 285 | 273 | 321 | 285 | 273 | 98.2 | 99 | 99.3 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2361. | 2381. | 2364. | 2.02 | 6.67 | 3.03 | 13.13 | 21.33 | 15.15 | 21.21 | 22.67 | 30.30 | 63.64 | 49.33 | 51.52 |
| Grade 4 | 2397. | 2417. | 2425. | 1.27 | 3.66 | 8.82 | 11.39 | 17.07 | 17.65 | 27.85 | 37.80 | 26.47 | 59.49 | 41.46 | 47.06 |
| Grade 5 | 2409. | 2412. | 2411. | 0.00 | 3.03 | 1.32 | 10.81 | 4.55 | 7.89 | 17.57 | 15.15 | 17.11 | 71.62 | 77.27 | 73.68 |
| Grade 6 | 2426. | 2436. | 2458. | 4.35 | 0.00 | 7.94 | 4.35 | 11.29 | 12.70 | 23.19 | 29.03 | 26.98 | 68.12 | 59.68 | 52.38 |
| All Grades | N/A | N/A | N/A | 1.87 | 3.51 | 5.13 | 10.28 | 14.04 | 13.19 | 22.43 | 26.67 | 24.91 | 65.42 | 55.79 | 56.78 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.08 | 12.00 | 9.09 | 22.22 | 33.33 | 30.30 | 69.70 | 54.67 | 60.61 |
| Grade 4 | 6.33 | 7.32 | 17.65 | 21.52 | 31.71 | 29.41 | 72.15 | 60.98 | 52.94 |
| Grade 5 | 2.70 | 3.03 | 5.26 | 18.92 | 13.64 | 14.47 | 78.38 | 83.33 | 80.26 |
| Grade 6 | 5.80 | 3.23 | 17.46 | 13.04 | 30.65 | 23.81 | 81.16 | 66.13 | 58.73 |
| All Grades | 5.92 | 6.67 | 12.09 | 19.31 | 27.72 | 24.18 | 74.77 | 65.61 | 63.74 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.04 | 10.67 | 3.03 | 40.40 | 37.33 | 46.97 | 55.56 | 52.00 | 50.00 |
| Grade 4 | 2.53 | 7.32 | 10.29 | 40.51 | 37.80 | 29.41 | 56.96 | 54.88 | 60.29 |
| Grade 5 | 1.35 | 4.55 | 0.00 | 32.43 | 21.21 | 28.95 | 66.22 | 74.24 | 71.05 |
| Grade 6 | 2.90 | 0.00 | 3.17 | 18.84 | 32.26 | 34.92 | 78.26 | 67.74 | 61.90 |
| All Grades | 2.80 | 5.96 | 4.03 | 33.96 | 32.63 | 34.80 | 63.24 | 61.40 | 61.17 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.04 | 10.67 | 7.58 | 58.59 | 49.33 | 42.42 | 37.37 | 40.00 | 50.00 |
| Grade 4 | 3.80 | 3.66 | 7.35 | 30.38 | 50.00 | 45.59 | 65.82 | 46.34 | 47.06 |
| Grade 5 | 4.05 | 1.52 | 1.32 | 28.38 | 28.79 | 27.63 | 67.57 | 69.70 | 71.05 |
| Grade 6 | 4.35 | 1.61 | 9.52 | 27.54 | 24.19 | 39.68 | 68.12 | 74.19 | 50.79 |
| All Grades | 4.05 | 4.56 | 6.23 | 38.01 | 39.30 | 38.46 | 57.94 | 56.14 | 55.31 |

Conclusions based on this data:

1. 18.4% of students met or exceeded standards overall in mathematics.
2. 37% of students met or exceeded standards in Concepts & Procedures - Applying mathematical concepts and procedures.
3. 26.5% of students in fourth grade met or exceeded math standards.

School and Student Performance Data

Student Population

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

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 461 | 91.8 | 46.0 | 0.4 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 212 | 46.0 |
| Foster Youth | 2 | 0.4 |
| Homeless | 42 | 9.1 |
| Socioeconomically Disadvantaged | 423 | 91.8 |
| Students with Disabilities | 76 | 16.5 |





Conclusions based on this data:

1. There was decrease in total enrollment from the 2017-2018 school year to the 2018-2019 school year.
2. There was an increase in the number of English Learners from the 2017-2018 school year to the 2018-2019 school year.
3. There was an increase in the number of students with disabilities from the 2017-2018 school year to the 2018-2019 school year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| <div>English Language Arts</div> <div></div> <div>Orange</div> | <div>Chronic Absenteeism</div> <div></div> <div>Red</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div> | | |

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 2 | 2 | 0 | 0 | 0 |

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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| All Students | English Learners | Foster Youth |
|  Orange 65.9 points below standard Declined -3 points 248 |  Red 88.4 points below standard Maintained ++2.9 points 133 |  No Performance Color 0 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 79.7 points below standard Increased ++13.6 points 26 |  Orange 69.6 points below standard Declined -4.6 points 238 |  Orange 142.4 points below standard Increased ++7.1 points 60 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|--|--|--|---|
| African American  No Performance Color 102 points below standard Declined Significantly -50.3 points 21 | American Indian  No Performance Color 0 Students | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| Hispanic  Red 72 points below standard Maintained ++2.4 points 189 | Two or More Races  No Performance Color 2.8 points below standard Declined -3.3 points 12 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  No Performance Color 39.9 points below standard Increased ++13.8 points 15 |

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

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|--|---|
| Current English Learner 94.3 points below standard Increased ++5.8 points 123 | Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 10 | English Only 43.9 points below standard Declined -10.3 points 110 |

Conclusions based on this data:

1. The ELA academic performance of students with disabilities increased by 6 points.
2. The ELA academic performance of all students declined by 3.6 points.

School and Student Performance Data

Academic Performance Mathematics






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










This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 2 | 2 | 0 | 0 | 0 |

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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
|  Orange 85.2 points below standard Maintained -1.8 points 248 |  Red 105.1 points below standard Maintained -1.5 points 133 | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 104.3 points below standard Declined -4.6 points 26 |  Orange 88.7 points below standard Declined -3.4 points 238 |  Red 168.2 points below standard Declined -8.8 points 60 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 117.8 points below standard Declined Significantly -18.8 points 21 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 92.3 points below standard Maintained -1.2 points 189 |  No Performance Color 17 points below standard Maintained ++1.6 points 12 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 43.2 points below standard Increased ++4.8 points 15 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 109.7 points below standard Maintained -0.4 points 123 | Less than 11 Students - Data Not Displayed for Privacy 10 | 65.2 points below standard Maintained -2 points 110 |

Conclusions based on this data:

1. The math academic performance for all students was maintained from the 2017-2018 school year to the 2018-2019 school year.
2. The math academic performance of English learners was maintained from the 2017-2018 school year to the 2018-2019 school year.
3. The math performance of students with disabilities declined by 8.8 points.

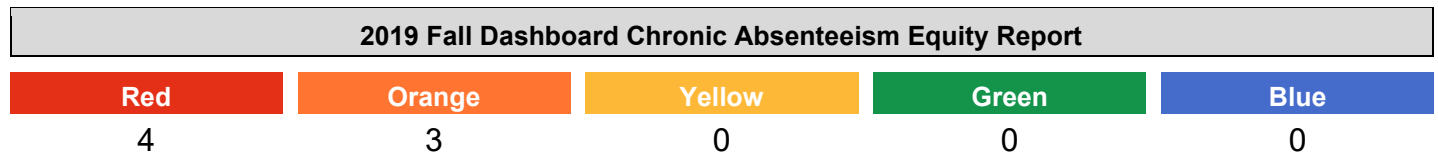
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Red 25.2 Increased +1 523 | English Learners  Red 21.9 Increased Significantly +4.8 233 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  Orange 34.5 Declined -2.4 55 | Socioeconomically Disadvantaged  Red 25.2 Increased +1.3 497 | Students with Disabilities  Orange 29.9 Declined -1.3 97 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  Red 34 Increased +9.5 47 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 24.1 Declined -0.7 399 |  No Performance Color 32.1 Declined -1.2 28 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Red 25.7 Increased +4.7 35 |

Conclusions based on this data:

1. The chronic absenteeism rate for all students increased by one.
2. The chronic absenteeism rate for students with disabilities declined by 1.3.

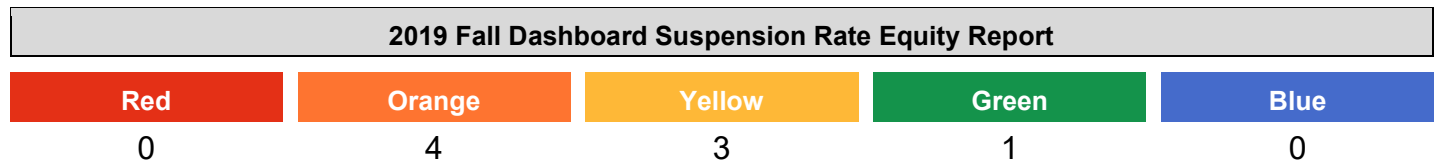
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| All Students  Yellow 4.5 Declined Significantly -4.2 556 | English Learners  Yellow 4.1 Declined Significantly -1.9 244 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  Orange 7.6 Declined -8.6 66 | Socioeconomically Disadvantaged  Yellow 4.5 Declined Significantly -4.2 528 | Students with Disabilities  Orange 8.1 Declined -5.9 99 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|---|--|---|
| African American  Orange 12.5 Declined -3.3 48 | American Indian | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |
| Hispanic  Yellow 3.8 Declined Significantly -4 423 | Two or More Races  Orange 6.3 Declined -3.8 32 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | White  Green 2.6 Declined -4.9 38 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 8.7 | 4.5 |

Conclusions based on this data:

1. The suspension rate for homeless students, students with disabilities, African American, and White students declined.
2. The overall suspension rate for all students declined significantly.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

As a school with high expectations for academics and learning, we remain focused on continuous improvement. This goal is a result of the fact that achievement data shows that we have yet to meet our goal of all students performing at or above expectations. Hispanic students and students with disabilities are in need of additional targeted support in the areas of ELA and math. We will provide additional support to the student groups in these areas.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%. | (17-18) 26% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 24.6% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. | 29% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA. |
| Mathematics <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Student groups scoring below the school average will show an increase greater than 3%. | (17-18) 18% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 18.4% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. | 21% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Teacher teams will participate in vertical collaboration time to clarify academic expectations (essential standards) across grade levels.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and 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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

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

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Designated 3-8 grade teachers will participate in PACE professional learning on Icons for Depth and Complexity, and collaborate with Learning Support resource teachers for support in implementation.
- SBAC and District benchmark data will be analyzed by principal, intervention teacher, and classroom teachers to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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) |
|-----------|---|
| 101,399. | Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The intervention teachers worked with nonreaders and those students reading below grade level with a focus on early intervention, targeting kindergarten through grade three students. In addition, support was provided to teachers as needed to address individual student concerns, develop tier one interventions, and monitor student progress. The intervention teacher also provided support to upper grade students reading 2+ years below grade level.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

During the 2020-2021 school year, our intervention teacher will decrease from 100% to 80%. She will continue to target kindergarten through grade three students and provide professional development to staff in order to build capacity and strengthen tier one instruction at all grade levels, in all classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

As a school with high expectations for academics and learning, we remain focused on continuous improvement. Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap. Academic indicators on the Dashboard show African American and students with disabilities subgroups are in need of additional targeted support.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator. | 49% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4). | 52% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4). |
| Socioeconomically Disadvantaged <ul style="list-style-type: none">We will increase the percentage of Socioeconomically | (17-18) 2% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 2% of | 26% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Disadvantaged students who meet standard as measured by SBAC. | <p>Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 23% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> | 33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. |
| <p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. | <p>(17-18) 1% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 1% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 2% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 13% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> | <p>5% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>16% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> |

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)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

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 with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.

- SBAC and District benchmark data will be analyzed by principal, intervention teacher, and classroom teachers to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

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

Strategy/Activity

- Work with SDCOE through the Equity Grant to address the equity gap with African American students and English learners.
- Maintain established leadership team who will continue to lead this equity work with staff.
- Equity team will lead work with staff to identify and implement instructional strategies to increase mastery, an identified need based on our National Center for Urban School Transformation (NCUST) audit and our work through the Equity Grant.
- Grade level teams will collaborate to identify and address how and where bias impacts their practices and student performance.
- Increase student engagement and connectedness to school.
- Increase college and career readiness among students.
- Support teams in identifying and eliminating barriers preventing some groups of students from accessing rigorous curriculum or post-secondary options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In order to ensure collaboration and collective responsibility to provide high levels of teaching and learning for each and every student, grade level PLCs included SAI teachers and the intervention teacher whenever possible. These PLCs shared their meeting minutes in a drive shared with all grade levels and support staff. Additionally, in order to maintain a lens of educational equity, each staff meeting and site learning day included a focus on equity via a video, reading, discussion, or case study.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

Although the 2019-2020 school year is the last of our two-year participation in the Equity Grant through the San Diego County Office of Education, we plan to continue our Educational Equity work as led by our Equity Team.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

As a school with high expectations for a climate of respect, connectedness, and safety for students, we remain focused on continuous improvement. This goal is a result of the fact that data shows that we have yet to meet our goal of all students feeling safe and connected. Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap. Indicators on the Dashboard show African American, Hispanic, and White students and students with disabilities continue to have a high rate of chronic absenteeism. These student groups need additional support in this area. African American students and students of two or more races show a high occurrence of suspension on the Dashboard. Additional support is needed for these two student groups.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy". | As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.) | As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established). |
| School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year. | (17-18) The school attendance rate is 93.08% for the previous school year. | The school attendance rate will increase by 0.05% to a rate of 93.19% for the coming school year. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| | (18-19) The school attendance rate was 93.14%. | |
| The percentage of students with chronic absenteeism will decrease by 1% each year. | <p>(17-18) The percentage of students with chronic absenteeism was 24% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 25.2%.</p> | The percentage of students with chronic absenteeism will decrease by 0.5% to a rate of 23.95% during the coming school year. |
| Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline. | <p>(17-18) 6.9% of students were suspended during the previous school year.</p> <p>(18-19) 4.8% of students were suspended.</p> | Student suspensions will decrease by .5% for an overall rate of 4.3% during the coming school 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

Strategy/Activity

Character Education

- Continue implementing Safe-School Ambassadors, anti-bullying programs, and other Character Education programs.

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)

52202.98

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
.6 Counselor (without the District contribution of \$5,347 and without the portion of LCFF funds of \$31,536 that are also funding this position)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance.
- Work with Common Ground to provide bikes for monthly attendance incentives.
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.

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

Strategy/Activity

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with 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

Strategy/Activity

Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2019-2020 school year, Common Ground no longer provided bikes for a monthly raffle in order to encourage school attendance. Our counselor continues to track weekly attendance and award classes with highest attendance rate and fewest tardies with Otter Pops or a traveling trophy presented at Peace Circle. Our Bobcat Bungalow (room designated for alternative recess) was open only during morning recess, not lunch recess, due to loss of a social worker this year. Our staff continued our work in Equity, providing each and every student with opportunities for success and equal access to viable curriculum. In addition, as a trauma-informed school, we continue to deepen our understanding through professional development provided by our district's program manager of student supports.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

A social worker will be provided to us, at district cost, two days a week (20%). The social worker will be instrumental in connecting with, and providing support to, families of students with poor attendance (those receiving attendance letters). In addition, the social worker will establish social groups for students identified by their teachers as needing social-emotional and/or behavioral support beyond the classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Engagement of our parents is valued and critical to our school's success. The school has broadened its approach to inform parents and involve them in school events via Twitter, Blackboard Connect, Peachjar, email messages, and printed materials, however attendance at events is lower than desired. The school will need to identify and implement effective strategies to increase parent participation and accounting for parent attendance.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey | (18-19) percentage of parents who regularly attend school-sponsored meetings/events is 58.5%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 59%. | The percentage of parents who regularly attend school-sponsored meetings/events will increase to 62%. |
| Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey | (18-19) percentage of parents who agree that the school meets the academic needs of their child is 95.1% (19-20) percentage of parents who agree that the school meets the academic needs of their child is 90%. | The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 93%. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To insure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

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)

2,025.47

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Credentialed Social Worker

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.

- Provide childcare for parent workshops.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.
- Provide family reading night(s), hosted by our LLRT.

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

Strategy/Activity

Community engagement

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.
- Participate in mentorship program with the San Diego District Attorney's office in conjunction with the Tariq Khamisa Foundation.
- Ensure SSC, ELAC, and PTA reflect school demographic proportions.
- Integrate culturally responsive teaching strategies into parent education endeavors through culturally relevant topics and collaboration.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

A San Diego Health and Human Services Agency resource center was open two days a week on campus this year to provide our families support and assist in connection to outside agencies. With the help of San Diego Youth Services housed on our campus, we were able to continue offering many of the parent events spearheaded by our previous social worker.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

The HHSA resource center will continue and may increase to three days each week for the 2020-2021 school year. During the 2020-2021 school year, we will have a 20% social worker provided to our site. Although our counselor will go from 100% to 80%, the addition of the social worker should help us to increase our parent offerings and engagement.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$155,627.45 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$-- |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$155,627.45 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------------------------|-----------------|
| Title I | \$153,601.98 |
| Title I Part A: Parent Involvement | \$2,025.47 |

Subtotal of additional federal funds included for this school: \$155,627.45

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

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

Total of federal, state, and/or local funds for this school: \$155,627.45

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|------------------------------------|------------|---------|
| Title I | 153,601.98 | 0.00 |
| Title I Part A: Parent Involvement | 2,025.47 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| Title I | 153,601.98 |
| Title I Part A: Parent Involvement | 2,025.47 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 155,627.45 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | Title I | 153,601.98 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 2,025.47 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 101,399.00 |
| Goal 3 | 52,202.98 |
| Goal 4 | 2,025.47 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|--------------------|----------------------------|
| Kimberly Libenguth | Principal |
| Manny Aceves | Classroom Teacher |
| Karly Pecorella | Classroom Teacher |
| Mandy Ramirez | Classroom Teacher |
| Jessica Aguayo | Other School Staff |
| Cristina Garcia | Parent or Community Member |
| Maria Gaspar | Parent or Community Member |
| Vanessa Bahena | Parent or Community Member |
| Pas Rojas | Parent or Community Member |
| Susan Wilson | Parent or Community Member |

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


Recommendations and Assurances

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

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

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

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



| Signature | Committee or Advisory Group Name |
|---|------------------------------------|
|  | English Learner Advisory Committee |
|  | Other: School Site Council |

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2020.

Attested:

| | |
|---|---|
|  | Principal, Kimberly Libenguth on May 7, 2020 |
|  | SSC Chairperson, Karly Pecorella on May 7, 2020 |

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.