



# 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
Fletcher Hills Elementary School	37-68197-609844	April 22, 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

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 .....	3
Analysis of Current Instructional Program .....	4
Stakeholder Involvement .....	9
School and Student Performance Data .....	10
Student Enrollment .....	10
CAASPP Results .....	12
Student Population .....	16
Overall Performance .....	17
Academic Performance .....	18
Academic Engagement .....	22
Conditions & Climate .....	24
Goals, Strategies, & Proposed Expenditures .....	26
Goal 1 .....	26
Goal 2 .....	30
Goal 3 .....	35
Goal 4 .....	40
School Site Council Membership .....	44
Recommendations and Assurances .....	45
Instructions .....	46

# 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:

- 96% Agree that school meets academic needs of their child
- 94% Satisfied with teacher's communication about child's academic needs
- 97% Feel welcome and respected in classroom and school
- 98% Report child feels safe at school
- 95% Feel school is active in preventing bullying
- 97% Satisfied with communication from school
- 89% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction remained stable compared to the previous year. There was a slight increase in parent satisfaction with regard to teacher communication, parents feeling safe at school, and their engagement and participation related to decisions regarding their child's education. We will continue to focus on providing relevant and engaging parent education opportunities that meet families needs.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (53 respondents)
- Ways to get involved and support their child's education (28 respondents)
- Homework help strategies (41 respondents)
- Math development strategies and the math curriculum (39 respondents)
- Bullying prevention (26 respondents)
- Reading development strategies and the language arts curriculum (34 respondents).

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: teacher communication with parents regarding students' academic needs, educating parents on how we work to prevent bullying, and finding new and engaging ways for parents to access parent education opportunities.

## 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 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

Staff development at our school site in the 2020-21 school year will focus on researched-based intervention strategies as well as continued refinement of our practice of becoming a high functioning Professional Learning Community school, 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 RtI 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)

## 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)

Our school does not receive any categorical funds.

### Fiscal support (EPC)

Our school does not receive any categorical funds.



# 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 #3 March 11, 2020 @ 8:30 am; ELAC #4 May 28, 2020 @ 8:30 am
- SSC # 4 March 11, 2020 @ 2:30 pm; SSC #5 April 22, 2020 @ 2:30 pm
- Staff Meetings discussing the 2020-21 SPSA goals, metrics: February 11, 2020 @ 2:30, April 21, 2020 @ 2:30 and May 26, 2020 @ 2:30 pm
- Other meetings discussing the 2020-21 SPSA goals, metrics (PTA, etc.), February 7, 2020 @ 8:00 am, March 3, 2020 @ 8:30 am, April 14, 2020 @ 8:30 am, May 5, 2020 @ 8:30 am

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.

# 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%			0
African American	2.41%	1.37%	1.54%	16	9	10
Asian	2.26%	2.74%	2.92%	15	18	19
Filipino	1.36%	1.37%	0.61%	9	9	4
Hispanic/Latino	23.68%	25%	27.8%	157	164	181
Pacific Islander	0.30%	0.3%	0.31%	2	2	2
White	62.44%	61.89%	60.22%	414	406	392
Multiple/No Response	%	0.15%	6.61%		1	0
Total Enrollment				663	656	651

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	107	108	124
Grade 1	81	86	78
Grade 2	108	89	87
Grade3	84	111	93
Grade 4	93	77	106
Grade 5	95	98	75
Grade 6	95	87	88
Total Enrollment	663	656	651

### Conclusions based on this data:

1. Enrollment has maintained over the past three years.
2. The Hispanic/Latino subgroup has increased the most as compared to all other subgroups.
3. The White, Hispanic/Latino, and Asian subgroups are considered significant subgroups.

# 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	23	23	17	3.5%	3.5%	2.6%
Fluent English Proficient (FEP)	16	17	23	2.4%	2.6%	3.5%
Reclassified Fluent English Proficient (RFEP)	4	2	6	14.8%	8.7%	26.1%

### Conclusions based on this data:

1. The percentage of English Learners has decreased slightly over the past 3 years.
2. The percentage of students who register and are considered Fluent English Proficient when starting school has remained consistent over the past 3 years.
3. English Learners represent less than 3% of our total student population.

# 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	83	111	100	80	107	100	80	107	100	96.4	96.4
Grade 4	100	95	79	99	94	78	99	94	78	99	98.9	98.7
Grade 5	103	95	96	103	93	96	103	93	96	100	97.9	100
Grade 6	67	95	87	66	94	85	66	94	85	98.5	98.9	97.7
All Grades	370	368	373	368	361	366	368	361	366	99.5	98.1	98.1

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	2487.	2515.	2476.	50.00	70.00	46.73	27.00	17.50	24.30	14.00	7.50	20.56	9.00	5.00	8.41
Grade 4	2520.	2526.	2534.	51.52	44.68	58.97	23.23	34.04	19.23	16.16	10.64	10.26	9.09	10.64	11.54
Grade 5	2538.	2548.	2549.	34.95	38.71	35.42	35.92	37.63	41.67	13.59	8.60	12.50	15.53	15.05	10.42
Grade 6	2594.	2580.	2583.	42.42	37.23	37.65	40.91	41.49	40.00	10.61	10.64	15.29	6.06	10.64	7.06
All Grades	N/A	N/A	N/A	44.84	46.81	44.26	30.98	33.24	31.42	13.86	9.42	15.03	10.33	10.53	9.29

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	45.00	71.25	49.53	45.00	22.50	41.12	10.00	6.25	9.35
Grade 4	40.40	47.87	50.00	49.49	44.68	41.03	10.10	7.45	8.97
Grade 5	37.86	45.16	44.79	44.66	40.86	46.88	17.48	13.98	8.33
Grade 6	46.97	43.62	44.71	40.91	44.68	38.82	12.12	11.70	16.47
All Grades	42.12	51.25	47.27	45.38	38.78	42.08	12.50	9.97	10.66

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	46.00	56.25	28.04	44.00	37.50	61.68	10.00	6.25	10.28
Grade 4	45.45	30.85	43.59	42.42	54.26	43.59	12.12	14.89	12.82
Grade 5	44.66	43.01	37.50	39.81	41.94	50.00	15.53	15.05	12.50
Grade 6	54.55	44.68	31.76	36.36	41.49	62.35	9.09	13.83	5.88
All Grades	47.01	43.21	34.70	41.03	44.04	54.92	11.96	12.74	10.38

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	44.00	43.75	40.19	48.00	55.00	55.14	8.00	1.25	4.67
Grade 4	32.32	39.36	43.59	58.59	58.51	51.28	9.09	2.13	5.13
Grade 5	18.45	35.48	25.00	68.93	56.99	65.63	12.62	7.53	9.38
Grade 6	33.33	29.79	38.82	63.64	62.77	51.76	3.03	7.45	9.41
All Grades	31.79	36.84	36.61	59.51	58.45	56.28	8.70	4.71	7.10

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	51.00	66.25	39.25	42.00	28.75	52.34	7.00	5.00	8.41
Grade 4	49.49	46.81	46.15	40.40	42.55	42.31	10.10	10.64	11.54
Grade 5	43.69	50.54	45.83	40.78	40.86	43.75	15.53	8.60	10.42
Grade 6	59.09	58.51	49.41	37.88	35.11	44.71	3.03	6.38	5.88
All Grades	50.00	55.12	44.81	40.49	37.12	46.17	9.51	7.76	9.02

**Conclusions based on this data:**

1. 4th, 5th and 6th Grades did not show a significant increase or decrease in scores from 2017-2018 to 2018-2019 school years.
2. 3rd Grade showed a 17 percent decrease in students scoring at or above standard in English Language Arts.
3. Overall SBAC data from 2016-2019 indicate that the percentage of students exceeding standard in English Language Arts has maintained.

# 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	83	111	100	81	106	100	81	106	100	97.6	95.5
Grade 4	100	95	79	99	94	78	99	94	78	99	98.9	98.7
Grade 5	103	95	96	103	93	96	103	93	96	100	97.9	100
Grade 6	67	95	87	66	95	85	66	94	85	98.5	100	97.7
All Grades	370	368	373	368	363	365	368	362	365	99.5	98.6	97.9

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	2478.	2509.	2482.	36.00	54.32	42.45	34.00	33.33	33.02	20.00	6.17	16.04	10.00	6.17	8.49
Grade 4	2507.	2524.	2532.	35.35	45.74	48.72	31.31	25.53	29.49	20.20	21.28	12.82	13.13	7.45	8.97
Grade 5	2540.	2539.	2553.	38.83	37.63	44.79	20.39	26.88	21.88	25.24	18.28	19.79	15.53	17.20	13.54
Grade 6	2586.	2561.	2563.	39.39	27.66	31.76	28.79	25.53	31.76	25.76	35.11	20.00	6.06	11.70	16.47
All Grades	N/A	N/A	N/A	37.23	40.88	41.92	28.53	27.62	29.04	22.55	20.72	17.26	11.68	10.77	11.78

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	48.00	67.90	54.72	40.00	25.93	33.02	12.00	6.17	12.26
Grade 4	51.52	56.38	66.67	28.28	30.85	20.51	20.20	12.77	12.82
Grade 5	44.66	44.09	53.13	33.01	32.26	27.08	22.33	23.66	19.79
Grade 6	48.48	39.36	44.71	37.88	41.49	38.82	13.64	19.15	16.47
All Grades	48.10	51.38	54.52	34.51	32.87	30.14	17.39	15.75	15.34

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	43.00	67.90	50.00	42.00	25.93	38.68	15.00	6.17	11.32
Grade 4	41.41	41.49	55.13	39.39	42.55	34.62	19.19	15.96	10.26
Grade 5	33.98	39.78	30.21	46.60	38.71	57.29	19.42	21.51	12.50
Grade 6	51.52	29.79	29.41	39.39	46.81	49.41	9.09	23.40	21.18
All Grades	41.58	43.92	41.10	42.12	38.95	45.21	16.30	17.13	13.70

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
<b>Grade 3</b>	49.00	69.14	48.11	40.00	24.69	42.45	11.00	6.17	9.43
<b>Grade 4</b>	40.40	40.43	48.72	45.45	54.26	46.15	14.14	5.32	5.13
<b>Grade 5</b>	35.92	34.41	32.29	40.78	46.24	55.21	23.30	19.35	12.50
<b>Grade 6</b>	33.33	27.66	38.82	53.03	50.00	42.35	13.64	22.34	18.82
<b>All Grades</b>	40.22	41.99	41.92	44.02	44.48	46.58	15.76	13.54	11.51

**Conclusions based on this data:**

1. SBAC data indicates that there was a 3% increase in students meeting standard in the area of Math.
2. SBAC data indicates that 4th, 5th and 6th Grades all showed an increase in the percentage of students meeting standard in the area of Math.
3. 3rd Grade showed a decrease in the percentage of students meeting standard in the area of Math.

# 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
<b>656</b>	<b>22.9</b>	<b>3.5</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	3.5
Homeless	13	2.0
Socioeconomically Disadvantaged	150	22.9
Students with Disabilities	70	10.7

### Conclusions based on this data:

1. From 2017-2018 to 2018-2019 our percentage of homeless students has doubled.
2. Our percent of Socioeconomically Disadvantaged students has decreased by 2%
3. From 2017-2018 to 2018-2019 our percentage of Students with Disabilities has increased by 1%



# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement


Chronic Absenteeism



Yellow


Conditions & Climate

Suspension Rate



Green

Mathematics



Green

# 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				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	0	1	3	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
 Green 53.4 points above standard Declined -5 points 358	 No Performance Color 12.7 points above standard Declined Significantly -19 points 23	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 3.3 points above standard 13	 Green 17.9 points above standard Maintained -2.6 points 105	 Yellow 57.4 points below standard Increased ++8.3 points 36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Green 30 points above standard Maintained -2.7 points 86	<b>Two or More Races</b>  No Performance Color 57.7 points above standard Maintained ++1.9 points 25	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 61.7 points above standard Declined -6.2 points 223

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		
<b>Current English Learner</b> 29 points below standard 12	<b>Reclassified English Learners</b> 58.3 points above standard 11	<b>English Only</b> 55.9 points above standard Declined -3.1 points 329

#### Conclusions based on this data:

1. The only subgroup that is performing in the "yellow" range is Students with Disabilities. Although that group improved their scores by 7.8 points, as a group, they are still performing 58 points below standard.
2. Our Hispanic subgroup and our white subgroup are both working well above standard. While the white subgroup declined as a group by 6.8 points they are still 61 points above standard on average.
3. Our Socioeconomically Disadvantaged students are performing above standard by 16.9 points, but on average the group went down 3.6 points.

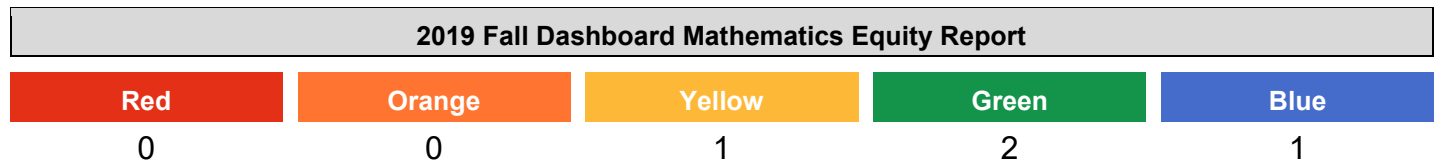
# School and Student Performance Data

## 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.



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
 <p>Green</p> <p>34.9 points above standard</p> <p>Maintained ++2.8 points</p> <p>358</p>	 <p>No Performance Color</p> <p>13 points above standard</p> <p>Increased ++11.7 points</p> <p>23</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>11.3 points below standard</p> <p>13</p>	 <p>Green</p> <p>2.1 points below standard</p> <p>Increased ++14.6 points</p> <p>105</p>	 <p>Yellow</p> <p>81.5 points below standard</p> <p>Increased ++6.7 points</p> <p>36</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Green 6 points above standard Increased ++4.3 points 86	<b>Two or More Races</b>  No Performance Color 52.6 points above standard Increased ++13.7 points 25	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 42.8 points above standard Maintained ++0.4 points 223

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

<b>Current English Learner</b> 21.1 points below standard 12	<b>Reclassified English Learners</b> 50.1 points above standard 11	<b>English Only</b> 35.8 points above standard Maintained ++2.7 points 329
--	--	---

#### Conclusions based on this data:

1. Our Socioeconomically Disadvantaged subgroup is scoring 2.1 points below standard but showed an increase of 14.6 points from the prior year.
2. Our data on English Learners would indicate that the correct students are being reclassified. Reclassified students are working 50.1 points above the standard while English Learners are working 21.1 points below the standard.
3. The Students with Disabilities subgroup showed an increase in Math scores but is still working 81.5 points below standard.

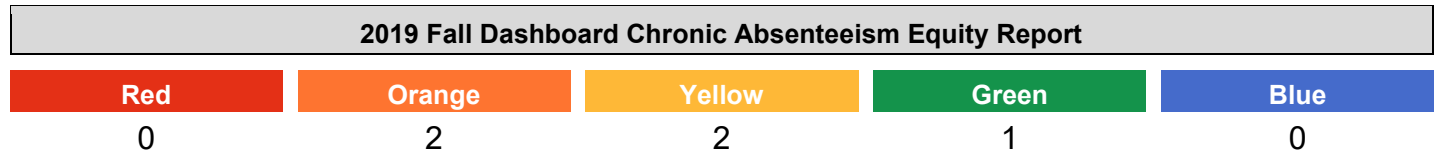
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 5.3 Maintained -0.1 680	<b>English Learners</b>  No Performance Color 8 Declined -2 25	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Homeless</b>  No Performance Color 31.3 Increased +4 16	<b>Socioeconomically Disadvantaged</b>  Orange 14.7 Increased +1.4 190	<b>Students with Disabilities</b>  Yellow 10.6 Declined -1.7 94

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.3 Declined -4.2 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.6 Increased +5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9 Maintained +0.4 178	 Orange 10.4 Increased +1.2 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.1 Maintained -0.4 413

#### Conclusions based on this data:

1. There is a correlation between students who are not meeting standard in Language Arts and Math and Chronic Absenteeism as evidenced by scores from our Socioeconomically Disadvantaged subgroup as well as our Students with Disabilities subgroup.
2. All of our significant subgroups except Students with Disabilities saw an increase in chronically absent students.
3. The only subgroup ranking in the green or above range is the white subgroup. This is our largest subgroup.

# 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.








2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

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	English Learners	Foster Youth
 Green 1.6 Declined -0.8 699	 No Performance Color 0 Declined -3.2 25	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 6.3 Declined -2.8 16	 Yellow 4 Declined -0.8 200	 Orange 6.1 Declined -5.5 99



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Declined -11.8 13	<b>American Indian</b> 	<b>Asian</b>  No Performance Color 0 Maintained 0 18	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  Green 2.1 Declined -0.8 190	<b>Two or More Races</b>  Blue 0 Declined -7 48	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Orange 1.4 Increased +0.3 419

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	1.6

#### Conclusions based on this data:

1. All significant subgroups saw a decline in suspensions except the white subgroup which saw a .3 increase. The white subgroup is our largest subgroup.
2. Students with Disabilities and the White subgroups both have suspension rates in the orange range.
3. The Two or More Races subgroup showed a significant decline in suspensions.

# 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 committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is the result of what our achievement data reveals about our students and how we intend on addressing them. Based on 2018-2019 SBAC data, our overall percentage of students who are meeting or exceeding standard in the area of Language Arts remained the same over the past two years and did not show the 3% anticipated increase from 2017-2018. SBAC data further indicates that our overall percentage of students who met or exceeded standards in the area of Math increased 3% in 2018 to 2019 meeting our schoolwide goal for Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none"><li>Students meeting standard on SBAC will increase 3%.</li></ul>	(17-18) 80% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.  (18-19) 75% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	78% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics <ul style="list-style-type: none"><li>Students meeting standard on SBAC will increase 3%.</li><li>Student groups scoring below the school average will show an increase greater than 3%.</li></ul>	(17-18) 68% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.  (18-19) 71% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	74% 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.

### **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 at or above grade level will meet with the teacher two times a week, at minimum. 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 3-6 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 staff 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.
- Site will fund three (3) on-site substitute teachers four days a week to work with student groups to increase Reading Comprehension, Fluency, and Math.
- Teachers will be given release time every 6-8 weeks to analyze data and plan quality instruction and interventions for What I Need (WIN) Time based on students' needs.
- 4th-6th Grade teachers will collaborate with District Math Coach to analyze data, examine instructional strategies and plan for interventions in the area of Math in order to meet the needs of our 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)

## 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.

All actions and services were implemented as planned. All actions and services were effective and will continue. Additional support teachers were deployed to all grade levels for 40-45 minute sessions 4 days a week. Support teachers worked with students who were working at or above grade level, while classroom teachers supported the needs of students who required additional intervention. K-2 focused their instruction on the area of Reading, while 3rd Grade focused on both Math and Reading throughout the year. 4th-6th Grade teachers focused on Math intervention.

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

n/a

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.

Budget allotments may change the number of days or the number of substitute teachers that we can afford.

# 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

Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none"><li>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.</li></ul>	85% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	88% 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"><li>We will increase the percentage of Socioeconomically Disadvantaged</li></ul>	(17-18) 65% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 50% of Socioeconomically	68% 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
students who meet standard as measured by SBAC.	<p>Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 51% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 49% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	53% 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"> <li>We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC.</li> </ul>	<p>(17-18) 30% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 22% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 30% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 23% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>33% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>26% 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.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- 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.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency.
- 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 General Education teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, and Moby Max).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, and WIN Time Groups).
- 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)
-----------	-----------

# 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.

All actions and services were implemented as planned. The strategies used were effective. Teachers provided daily/weekly schedules to show where designated ELD instruction is taking place in their instructional day. ELD observation forms were created and used to observe designated ELD. Teachers received training on the ELPAC assessment so that they understood what skills their students would need to demonstrate on the assessment. Intervention was provided for all English Learners for at least 40 minutes per day, four days a week. Interventions focused on essential standards. SAI teachers worked alongside General Education Teachers to plan instruction, implement IEPs and to support students with disabilities. Student work was reviewed in teams, and student progress was monitored on a regular basis to plan for interventions and additional 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.

Continue to monitor English Language Development (ELD) as well as student progress and log in frequency with Imagine Learning. Teachers will track student progress toward mastery of essential standards and plan intervention for students as needed.

# 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

This goal is a reflection of our strong belief in developing the "whole" child in addition to our focus on academic excellence. According to the California Dashboard report, Socioeconomically Disadvantaged students and students who are registered as being "Two or More Races" ranked in the orange range with regard to Chronic Absenteeism. In addition, the California Dashboard report indicates that Students with Disabilities and our White subgroups are in the orange range for Suspension.

## 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 96.23% for the previous school year.  (18-19) The school attendance rate was 96.3%.	The school attendance rate will increase by 0.05% to a rate of 96.35% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 5.78% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 5.3%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 4.3% 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) 1.58% of students were suspended during the previous school year.</p> <p>(18-19) 1.8% of students were suspended.</p>	Student suspensions will decrease by .5% for an overall rate of 1.08% 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 Character Education programs such as Peacebuilders and anti-bullying strategies.
- Continue Monthly Character Trait focus.
- Continue weekly Peacebuilder and Soaring Falcon recognition circles.
- Continue monthly Peacebuilder awards including different special guests to present students with awards.
- Continue to encourage class and individual attendance awards
- Social Worker provided by the District for a minimum of one day per week. Staff considering the cost and benefits of site paying for an additional day of a Social Worker.

### 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

#### 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 (see Restorative Practices).
- 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 (SST format) 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.
- Social Worker provided by the District for a minimum of one day per week. Staff considering the cost and benefits of site paying for an additional day of a Social Worker.

### 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.

- Social Worker provided by the District for a minimum of one day per week. Staff considering the cost and benefits of site paying for an additional day of a Social Worker.

### **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.
- Social Worker provided by the District for a minimum of one day per week. Staff considering the cost and benefits of site paying for an additional day of a Social Worker.

### **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.

All actions and services were implemented as planned. As a school site, the Health Technician, Principal and School Psychologist have met with families of students who are chronically absent. We have worked to find solutions to their absenteeism including providing transportation, free ESS, purchasing alarm clocks, and providing breakfast at school for those who needed it. These attendance meetings have been valuable in creating connections between families and the school. Family Survey results indicate that the strategies and activities implemented helped to increase students' feelings of being safe at school. Attendance improved schoolwide and chronic absenteeism decreased or maintained for most groups in the 2018-2019 school year; we expect this trend to continue for the 2019-20 school year. The only groups that saw an increase in chronic absenteeism were the Socioeconomically Disadvantaged subgroup and the Two or More Races subgroup. Both of those groups were rated in the orange range on the California Dashboard with regard to chronic absenteeism.

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.

All of the strategies implemented in 2019-2020 to address chronic absenteeism will be continued in the 2020-2021 school year. In addition, during the 2020-2021 school year, a Social Worker will be provided by the District for a minimum of one day per week. Staff is considering the cost and benefits of the site paying for an additional day of a Social Worker.

# 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.

## 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 61.9%.  (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 72.4%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 75.4%.
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 96%.  (19-20) percentage of parents who agree that the school meets the academic needs of their child is 95.8%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 98%.
Percentage of parents who feel welcome and respected in their child's classroom and at my child's school.	(18-19) percentage of parents who report feeling welcome and respected in their child's classroom is 98.4%	The percentage of parents who report feeling welcome and respected in their child's classroom will increase or be maintained.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(19-20) percentage of parents who report feeling welcome and respected in their child's classroom is 97%	

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)

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

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

- Utilize parent information systems such as Blackboard Connect, weekly news blasts, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops as needed. Provide translation of written materials when indicated.

### 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.

### 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.

All actions and services were implemented as described above. Social Media websites were created and communication with parents was increased through a variety of platforms including newsletters, NTI messages, PTA blasts, Class Dojo and the use of Jupiter Ed. We provided food as well as day care at parent education events as a way to increase participation.

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, we will examine alternative ways to present parent education sessions including video taping sessions and posting them to our school website for parents to watch at their convenience. Handouts and presentation notes will be available for print to parents viewing the presentations online. Recommendations submitted by parents for parent education topics will be utilized during the 2020-2021 school year. We will host events on a variety of days and times and will continue to offer food and daycare at sessions where there is an interest.

# 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
- 0 Secondary Students

Name of Members	Role
Eileen Cotter	Principal
Sandee Rossman	Classroom Teacher
Cynthia Short	Parent or Community Member
Elizabeth Ranta	Parent or Community Member
Erin Svalstad	Parent or Community Member
Angela Abkin	Parent or Community Member
Dottie Welch	Classroom Teacher
Greg Beach	Classroom Teacher
Alise Ruiz	Other School Staff
Erika Gomez	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

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 April 22, 2020.

Attested:



Principal, Eileen Cotter on 4/22/20



SSC Chairperson, Greg Beach on 4/22/20

# 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.