School Year: **2020-21**

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
La Mesa Arts Academy	37 68197 0132290	May 6, 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

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:
- 95% Agree that school meets academic needs of their child
- 93% Satisfied with teacher's communication about child's academic needs
- 96% Feel welcome and respected in classroom and school
- 95% Report child feels safe at school
- 89% Feel school is active in preventing bullying
- 95% Satisfied with communication from school
- 85% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction stayed within one percentage point in every category as compared to the previous year. There were also substantial increases in satisfaction in the areas of parent engagement at school-sponsored meetings and events with a dramatic increase of parents stating that they found the trainings offered at school useful. Safety and bullying, areas needing improvement last year, significantly increased this year.

Respondents expressed interest in the following parent education topics:
- Social and emotional needs of children: 26%
- Ways to get involved and support their child's education: 23%
- Homework help strategies: 22%
- Math development strategies and the math curriculum: 21%
- Bullying prevention: 21%
- Reading development strategies and the language arts curriculum: 0%

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 included 100% satisfaction with ESS meeting the needs of care, customer satisfaction, staff positive interactions. Other positive responses included staff customer service, and homework support, and staff customer service. The lowest score (64% customer satisfaction) was in regard to the Eleyo system.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of building more opportunities for parents to meet other parents and build community, ongoing improvements in teacher to home communication, and more targeted parent education reflecting requests.

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

Staff development at our school site in the 2020-21 school year will focus on foundations of professional learning communities (Learning by Doing), 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)
Continue the works of the professional learning communities with Learning by Doing

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 Meeting, Date, Time: March 3, 2020 8:15am
- SSC Meeting, Date, Time: March 4, 2020 8:15am, May 6, 2020 8:15am
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: March 12, 2020 (Department Meetings)
- Other meetings where the 2020-21 SPSA goals, metrics were discussed: March 11, 2020 (PTSA)

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0.09%	0	0	1
African American	5.35%	4.88%	5.06%	59	53	55
Asian	4.17%	3.78%	3.13%	46	41	34
Filipino	1.54%	1.2%	0.92%	17	13	10
Hispanic/Latino	30.40%	31.15%	31.46%	335	338	342
Pacific Islander	0.45%	0.46%	0.28%	5	5	3
White	50.09%	49.95%	49.03%	552	542	533
Multiple/No Response	%	%	10.03%			0
			Total Enrollment	1102	1,085	1,087

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 4	102	103	98
Grade 5	136	139	137
Grade 6	169	167	172
Grade 7	346	336	344
Grade 8	349	340	336
Total Enrollment	1,102	1,085	1,087

Conclusions based on this data:

1. For three years, the demographics haven't changed significantly.

2. The number of African American students has decreased by about 40%.

3. Prior to and during enrollment, the school/district will want to ensure information regarding the school is distributed and publicized to all families to support opportunities for a diverse population.

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	40	46	56	3.6%	4.2%	5.2%
Fluent English Proficient (FEP)	164	145	114	14.9%	13.4%	10.5%
Reclassified Fluent English Proficient (RFEP)	9	5	0	24.3%	12.5%	0.0%

Conclusions based on this data:

1. The percentage of English Learners has remained somewhat consistent.

2. The number of FEP students has decreased over three years.

3. The percentage of students who were reclassified was almost 50% three years ago and is now almost 13% but the number has also significantly dropped.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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 4	97	98	101	97	98	95	97	98	95	100	100	94.1
Grade 5	130	133	138	126	129	136	126	129	136	96.9	97	98.6
Grade 6	164	166	167	153	157	145	153	157	145	93.3	94.6	86.8
Grade 7	346	337	326	340	325	310	340	325	310	98.3	96.4	95.1
Grade 8	321	338	331	313	329	319	313	329	319	97.5	97.3	96.4
All Grades	1058	1072	1063	1029	1038	1005	1029	1038	1005	97.3	96.8	94.5

Overall Participation 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 4	2483.	2512.	2507.	28.87	42.86	46.32	30.93	26.53	22.11	19.59	20.41	18.95	20.62	10.20	12.63
Grade 5	2547.	2554.	2562.	37.30	48.06	47.79	34.13	25.58	30.88	17.46	13.95	13.24	11.11	12.40	8.09
Grade 6	2556.	2563.	2565.	23.53	24.20	29.66	42.48	47.13	37.24	20.92	19.75	20.69	13.07	8.92	12.41
Grade 7	2595.	2598.	2600.	27.06	29.54	32.26	43.24	44.62	42.90	24.71	15.08	15.81	5.00	10.77	9.03
Grade 8	2592.	2600.	2617.	20.45	23.71	28.21	43.45	44.38	47.02	24.92	20.97	16.30	11.18	10.94	8.46
All Grades	N/A	N/A	N/A	25.95	30.44	34.03	40.91	40.85	39.80	22.84	18.02	16.62	10.30	10.69	9.55

Overall Achievement for All Students

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 4	24.74	32.65	41.05	57.73	57.14	45.26	17.53	10.20	13.68
Grade 5	43.65	49.61	50.74	45.24	37.98	40.44	11.11	12.40	8.82
Grade 6	37.91	35.67	35.17	41.18	50.96	46.21	20.92	13.38	18.62
Grade 7	37.65	43.38	39.03	52.65	41.85	47.42	9.71	14.77	13.55
Grade 8	35.14	37.99	41.07	47.28	46.20	44.51	17.57	15.81	14.42
All Grades	36.44	40.27	40.90	48.88	45.57	45.17	14.67	14.16	13.93

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 4	32.99	43.88	36.84	45.36	46.94	52.63	21.65	9.18	10.53
Grade 5	48.41	48.84	49.26	37.30	37.21	42.65	14.29	13.95	8.09
Grade 6	27.45	31.85	30.34	56.86	57.32	55.17	15.69	10.83	14.48
Grade 7	40.88	46.46	40.97	49.12	40.62	49.03	10.00	12.92	10.00
Grade 8	31.41	31.91	42.32	52.88	51.06	49.53	15.71	17.02	8.15
All Grades	36.19	39.69	40.60	49.61	46.63	49.55	14.20	13.68	9.85

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 4	23.71	29.59	28.42	60.82	62.24	62.11	15.46	8.16	9.47
Grade 5	27.78	30.23	33.09	65.08	60.47	58.09	7.14	9.30	8.82
Grade 6	23.53	26.11	24.14	66.01	63.69	65.52	10.46	10.19	10.34
Grade 7	22.94	21.23	22.90	70.59	66.77	68.71	6.47	12.00	8.39
Grade 8	20.45	24.01	25.71	71.88	69.00	67.08	7.67	6.99	7.21
All Grades	22.93	24.76	25.87	68.71	65.80	65.67	8.36	9.44	8.46

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 4	28.87	34.69	36.84	53.61	55.10	50.53	17.53	10.20	12.63
Grade 5	44.44	48.84	46.32	44.44	37.98	41.91	11.11	13.18	11.76
Grade 6	39.87	38.85	44.83	47.06	54.78	44.14	13.07	6.37	11.03
Grade 7	40.29	47.08	43.87	52.94	45.85	48.06	6.76	7.08	8.06
Grade 8	31.63	39.21	44.51	55.91	47.11	46.71	12.46	13.68	8.78
All Grades	37.03	42.39	43.88	51.99	47.50	46.47	10.98	10.12	9.65

Conclusions based on this data:

1. Grade 7 showed a decrease in students below standard in nearly all categories.

2. Grade 4 scores grew significantly over three years-two of which were with a permanent new teacher instead of a long term substitute.

3. The same cohort group of 4th grade increased the percentage at above standard significantly but the group percentage dropped in 6th grade.

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 4	97	98	101	97	98	95	97	98	95	100	100	94.1
Grade 5	130	133	138	126	129	136	126	129	136	96.9	97	98.6
Grade 6	164	167	167	152	158	136	152	158	136	92.7	94.6	81.4
Grade 7	346	337	326	338	326	307	338	326	307	97.7	96.7	94.2
Grade 8	321	338	331	307	328	313	307	328	313	95.6	97	94.6
All Grades	1058	1073	1063	1020	1039	987	1020	1039	987	96.4	96.8	92.9

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 4	2474.	2471.	2504.	12.37	15.31	29.47	34.02	21.43	30.53	37.11	47.96	27.37	16.49	15.31	12.63
Grade 5	2529.	2521.	2537.	29.37	27.13	34.56	24.60	24.81	21.32	29.37	27.13	27.21	16.67	20.93	16.91
Grade 6	2556.	2543.	2545.	23.68	20.25	21.32	37.50	29.75	38.24	23.68	35.44	20.59	15.13	14.56	19.85
Grade 7	2552.	2560.	2566.	19.82	23.01	26.38	24.56	28.53	27.69	32.84	31.60	26.38	22.78	16.87	19.54
Grade 8	2568.	2573.	2595.	19.54	22.56	32.27	25.41	28.05	20.13	31.60	25.00	26.84	23.45	24.39	20.77
All Grades	N/A	N/A	N/A	20.78	22.23	28.98	27.65	27.43	26.14	31.08	31.09	25.94	20.49	19.25	18.95

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 4	25.77	20.41	43.16	43.30	42.86	33.68	30.93	36.73	23.16
Grade 5	37.30	34.11	38.97	36.51	32.56	33.82	26.19	33.33	27.21
Grade 6	32.24	29.75	36.03	47.37	45.57	40.44	20.39	24.68	23.53
Grade 7	28.40	31.90	35.50	40.83	44.17	36.48	30.77	23.93	28.01
Grade 8	26.06	23.78	42.49	43.65	48.48	35.78	30.29	27.74	21.73
All Grades	29.12	28.20	39.01	42.35	44.18	36.17	28.53	27.62	24.82

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 4	13.40	19.39	35.79	61.86	55.10	47.37	24.74	25.51	16.84
Grade 5	34.92	31.01	36.03	42.86	47.29	47.06	22.22	21.71	16.91
Grade 6	30.92	22.15	24.26	53.29	58.23	51.47	15.79	19.62	24.26
Grade 7	22.78	26.07	28.99	52.96	49.39	51.47	24.26	24.54	19.54
Grade 8	23.78	27.44	30.35	49.84	55.18	47.28	26.38	17.38	22.36
All Grades	24.90	25.89	30.40	51.67	52.84	49.14	23.43	21.27	20.47

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 4	19.59	23.47	38.95	58.76	43.88	42.11	21.65	32.65	18.95
Grade 5	27.78	29.46	34.56	50.79	48.06	51.47	21.43	22.48	13.97
Grade 6	31.58	22.15	27.94	46.05	52.53	50.74	22.37	25.32	21.32
Grade 7	19.82	25.15	24.43	62.72	57.67	60.59	17.46	17.18	14.98
Grade 8	22.80	24.70	33.55	56.35	52.44	47.28	20.85	22.87	19.17
All Grades	23.43	24.93	30.60	56.47	52.74	51.98	20.10	22.33	17.43

Conclusions based on this data:

1. Percentage of students who exceeded the standard in grade 4 more than doubled from 17-18 to 18-19.

2. The 16-17 grade 4 cohort group more than doubled the percentage of exceeded but then dropped the percentage in grade 6 from 27% to 21%.

3. Looking at individual claims shows overall improvement over a three year period across all grade spans.

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**
1085	**35.6**	**4.2**	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	46	4.2
Homeless	15	1.4
Socioeconomically Disadvantaged	386	35.6
Students with Disabilities	87	8.0

Conclusions based on this data:

1. The number of socioeconomically disadvantaged students has decreased 1.3 percentage numbers over the last three two years.

2. The percentage of English Learners has increased from 3.6% in 2017 to 4.2% in 2019.

3. Students with disabilities has increased from 79 students in 2017 to 87 students in 2019.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

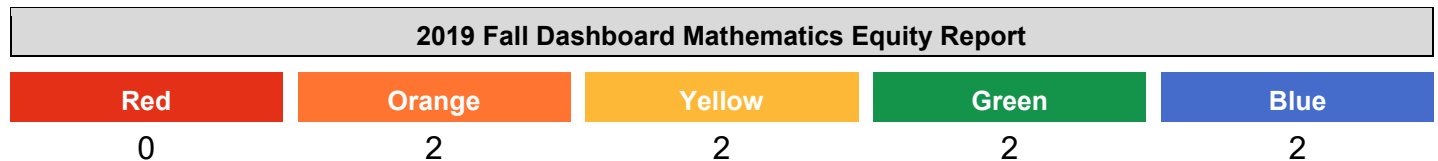| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	3

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**
Blue	Orange	No Performance Color
47.1 points above standard	16.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.9 points	Declined -12.8 points	1
1004	87	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
19.3 points above standard	24.8 points above standard	63.1 points below standard
Increased ++14.4 points	Increased ++8.9 points	Increased Significantly ++17.8 points
13	416	91

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	No Performance Color
12.8 points above standard	0 Students	75.7 points above standard	74.5 points above standard
Increased Significantly ++16.5 points		Increased ++13.8 points	Declined -7.4 points
48		40	13

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Blue
26.5 points above standard	19.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	65.2 points above standard
Maintained ++2.4 points	Declined -14.8 points	5	Increased ++12.4 points
306	88		504

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	Reclassified English Learners	English Only
59.6 points below standard	25.5 points above standard	50.3 points above standard
Increased Significantly ++16.1 points	Declined -6.7 points	Increased ++7.1 points
43	44	824

Conclusions based on this data:

1. All races ranked above standard in ELA.

2. African American, Asian, and White races increased points.

3. Overall student population increased in achievement.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	2	2

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
Green	Orange	No Performance Color
4.6 points above standard	60.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14 points	Maintained ++0.7 points	1
985	87	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
41.4 points below standard	19.4 points below standard	118.9 points below standard
Increased ++8.9 points	Increased ++14.9 points	Increased Significantly ++21.8 points
13	412	90

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow		Blue	No Performance Color
47.9 points below standard		54.4 points above standard	61.2 points above standard
Increased Significantly ++15.7 points		Increased ++13.8 points	Increased ++9.5 points
47		40	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Blue
20.6 points below standard	21.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	24.7 points above standard
Increased Significantly ++15.7 points	Declined -13.5 points	5	Increased Significantly ++18.1 points
303	86		491

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**
111.4 points below standard	10.3 points below standard	8.1 points above standard
Increased ++11.2 points	Increased Significantly ++20.3 points	Increased ++14 points
43	44	805

Conclusions based on this data:

1. Overall students increased in math achievement.

2. English Learners were 60.2% points below standard.

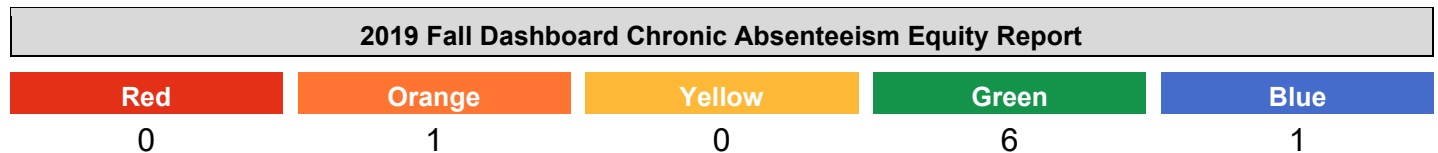**3.** The number of African American and Hispanic students below standard increased.

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:

Lowest
Performance Red   Orange   Yellow   Green   Blue Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	6	1

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	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
4.8	6.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.1	Increased +3.9	1
1093	47	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
13.3	7.5	4.7
Increased +13.3	Declined -2.6	Declined -11
15	454	107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	No Performance Color
3.6	Less than 11 Students - Data Not Displayed for Privacy	0	0
Declined -6.2		Declined -4.3	Maintained 0
55	0	42	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
5.3	8.6	Less than 11 Students - Data Not Displayed for Privacy	4.6
Declined -2.2	Declined -5		Declined -1.2
339	93	5	546

Conclusions based on this data:

1. The overall number of students with chronic absenteeism declined.

2. African American, Hispanic, White, Two or more races, and Asians with chronic absenteeism declined.

3. Chronic absenteeism of Homeless and English Learners increased.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	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
Orange	Orange	No Performance Color
3.7	8.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Increased +5.7	
1108	49	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
0	5.9	4.5
Maintained 0	Increased +2	Declined -0.5
16	461	111

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow		Blue	No Performance Color
8.6		0	15.4
Declined -2.1		Maintained 0	Increased +9.5
58		42	13

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
4.3	5.4	Less than 11 Students - Data Not Displayed for Privacy	2.2
Increased +0.5	Increased +3.2	6	Increased +1.5
345	93		551

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	3.7

Conclusions based on this data:

1. Suspension rate overall increased by 1.3.

2. The number of African Americans suspended decreased.

3. The number of suspensions of Hispanic, Two or More Races, White, and Filipino increased.

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

When looking at the math data, it is evident that, although we are making SOME progress, we need to ensure essential standards are being addressed and that benchmark and other assessments are being done as both formative and summative assessments. While we have done articulation gatherings for ELA and math for grades 4-8, we need to do them on a more regular basis to ensure no essential standards are being skipped and that appropriate pacing allows those essential standards to be learned.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%.	(17-18) 71% of students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 72.4% of students in grades 4-8 met/exceeded standards as measured by SBAC in ELA.	(18-19) 74% of students in grades 4-8 will meet or exceed standard as measured by SBAC ELA. (19-20) 75% of students in grades 4-8 will meet or exceed standard as measured by SBAC ELA.
Mathematics • Students meeting standard on SBAC will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 49% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 56.4% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics.	(18-19) 52% of students in grades 4-8 will meet or exceed standard as measured by SBAC Mathematics. (19-20) 59% of students in grades 4-8 will met/exceeded standard as measured by SBAC in 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/departments 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 (or departments—MS/Academies) 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 (departments—MS/Academies) will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- 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.
- SBAC and District benchmark data will be analyzed by teaching teams, academic and behavior support teacher, counselor and administration 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)

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.

ELA and Math teachers have attended professional development-both site based and other-that has focused on curriculum, instruction, grading practices, and the formulation of common formative assessments. Teachers have been given multiple planning days to look at data and discuss the questions of PLC and its impact on their instructional practices.

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. The only slight difference was changing the amount of site release plan days because teachers were involved in off-site curriculum and development.

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

Next year will involve additional time for our intervention teacher to meet with both students and teachers regarding "below the line" students (both behavior and academic). Because of budget reductions, we will not be doing teacher release days for planning.

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 including but not limited to using our intervention teacher to follow the data of our underachieving groups. Students who need extra time and support will also be placed in an intervention class instead of a traditional elective.

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 • 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.	63.6% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	66.6% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).
Students with Disabilities • We will increase the percentage of Students with	(17-18) 32% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in ELA.	47% of Students with Disabilities in grades 4-8 will meet/exceed standard as measured by SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disabilities who meet standard as measured by SBAC.	(17-18) 17% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 44% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 28% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics.	31% of Students with Disabilities in grades 4-8 will meet/exceed standard as measured by SBAC in 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)

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 ELD instruction daily to increase English vocabulary and proficiency (Elementary Schools only).
- 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.
- Intervention Team and SPED Team will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by SAI and intervention team to determine placement in intensive intervention program as available.
- Data will be analyzed to determine placement in intervention as available (more than two years below grade level).

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.

The inclusion of a consistent, organized intervention team lead by an administrator, counselor, psychologist, and intervention teacher has reduced the number of requests for SSTs and referrals for SPED testing. It's given the school a more methodical approach to our systems of intervention. This has also reduced the number of non-promoting students (based on academics) to zero.

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 plan for 2020-2021 will remain stable with the exception of reduced release days for teachers to meet for data digs and instructional planning.

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

While our Parent Survey results reveal that our students feel safe at school, more focused work is needed as we continue to develop our climate of respect and connectedness, specifically for our student groups who have an Orange status on the Dashboard. These student groups include our Hispanic, White, and students with Two or More Races.

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 96.5%.	(18-19) The school attendance rate will increase by 0.05% to a rate of 96.28% for the coming school year. (19-20) The school attendance rate will increase .05% in the upcoming year to 97%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by .5% each year.	(17-18) The percentage of students with chronic absenteeism was 7.05% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 4.8%.	(18-19) The percentage of students with chronic absenteeism will decrease by 1% to a rate of 6.05% during the coming school year. (19-20) The percentage of students with chronic absenteeism will decrease by .5% 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.	(17-18) 0.63% of students were suspended during the previous school year. (18-19) 3.8% of students were suspended.	Student suspensions will not increase 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.
- Broadcast of character education "Wildcat Way" on a weekly basis.
- Grade 7 two-day "Wildcat Way" student orientation program.
- "Great Expectations" welcome assemblies for all students.
- Peer/cross-age tutors to support students.
- Academic Behavior Intervention Teacher to meet with students with chronic absenteeism to develop a plan of success.

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 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. MS meeting consists of records review with parents and Counselor.

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.

The numbers would indicate that the systems and strategies in place have provided an environment in which students want to engage. Goal for 20-21 is to encourage students who are hesitant to get involved in the "LMAAC Way" to join in with the help of our ASB students and other leadership groups and staff members. Restorative practices have become more of a regular protocol in the past year. We will also revive a practice from the past which involves a circle of adults meeting with struggling students to re-engage them in school.

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.

Goal for 20-21 is to encourage students who are hesitant to get involved in the "LMAAC Way" to join in with the help of our ASB students and other leadership groups and staff members. Restorative practices have become more of a regular protocol in the past year. We will also revive a practice from the past which involves a circle of adults meeting with struggling students to re-engage them in school.

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

This is a goal because only 40% of our parents participated in the Parent Survey. We also have low attendance at our ELAC meetings that we would like to see increased.

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 53.2%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 51.5%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 53%.
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 96.7% (19-20) percentage of parents who agree that the school meets the academic needs of their child is 96.5%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 98%.

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, Jupiter communications, and social media to enhance home/school communication.
- Provide translation and interpreters at parent workshops. 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 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.

We still need to develop strategies to increase our ELAC attendance. We also are looking at ways to engage our elementary families with the school on a more regular basis.

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.

We will provide more frequent opportunities to bring our elementary parents to campus (in addition to what is currently in place). We will increase our ELAC attendance by having one designated EL teacher and admin partnering.

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
Beth Thomas	Principal
Jennifer Johnson	Classroom Teacher
Debra Sands	Classroom Teacher
Ted Williams	Classroom Teacher
Alysia Rood	Other School Staff
Jim Taylor	Parent or Community Member
Alex Furholmen	Parent or Community Member
Tira Wakayama	Parent or Community Member
Tamela Dreyer	Parent or Community Member
Kelly Buffo	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:
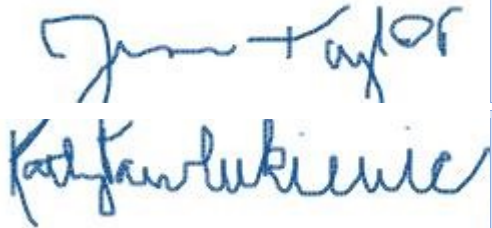
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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:

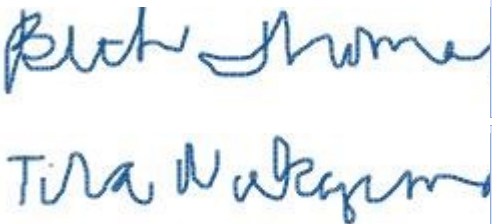| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

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 May 6, 2020.

Attested:

	Principal, Beth Thomas on May 6, 2020
	SSC Chairperson, Tira Wakayama on May 6, 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.