

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
Loma Elementary School	37-68197-6098446	June 1, 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.

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# 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 has remained relatively consistent in all categories. The most significant increase was a feeling that the trainings at school were useful, 7%. Unfortunately, the number of parents who regularly attend school sponsored meetings/events remained low at 63%. Safety and bullying remained fairly stable only declining 1%. The parent survey also showed a 96% in feeling welcome and respected in the classroom and school, which could be attributed to our customer service focus.

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%)

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% of parents feeling that ESS is meeting their needs with 97% of families feeling it provides a happy/safe place for children. The area of greatest need is in the communication to families with only 61% feeling that ESS office staff are courteous and professional when providing families information about their accounts.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: increasing parent participation in school-sponsored meetings.

## 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 improving our work with the six exceptional systems of No Excuses University and improve the PLC model to improve student learning, 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)

- Extended library time and small group instruction from library media tech
- Use of site based subs to allow teachers to create a Tier 2 and Tier 3 intervention program to support student growth as well as the ability for teachers to analyze data on a regular basis to group students based on need
- to improve 3rd through 6th math skills practice
- Parent engagement funds will be used to offer parent education and additional family support provided by a credentialed social worker.

## Fiscal support (EPC)

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

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

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

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, February 21, 2020 @1:45pm
- SSC # 4 Meeting, March 9, 2020 at 2:30pm; SSC #5 Meeting, June 1, 2020 at 2:30pm
- Staff Meetings where you discussed the 2020-21 SPSA goals, metrics: February 11, 2020, February 25, 2020 (Leadership Team), March 10, 2020
- Other meetings where the 2020-21 SPSA goals, metrics were discussed (PTA, etc.), February 20, 2020

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	0.31%	%	0.33%	1		1
African American	6.50%	8.33%	8.47%	21	27	26
Asian	0.62%	0.62%	1.3%	2	2	4
Filipino	4.02%	3.09%	2.61%	13	10	8
Hispanic/Latino	65.02%	63.58%	66.45%	210	206	204
Pacific Islander	0.93%	1.23%	0%	3	4	0
White	15.17%	15.43%	13.36%	49	50	41
Multiple/No Response	%	%	7.49%			0
Total Enrollment				323	324	307

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	48	44	41
Grade 1	47	54	43
Grade 2	31	41	50
Grade3	48	34	43
Grade 4	46	52	41
Grade 5	51	41	46
Grade 6	52	58	43
Total Enrollment	323	324	307

### Conclusions based on this data:

1. Enrollment remained relatively constant from the 2017-2018 to 2018-2019 school year.
2. Our largest student subgroup by enrollment is still hispanic/latino having remained fairly constant from 2016-2017 until the present.

# 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	118	119	111	36.5%	36.7%	36.2%
Fluent English Proficient (FEP)	25	22	19	7.7%	6.8%	6.2%
Reclassified Fluent English Proficient (RFEP)	8	1	4	6.9%	0.8%	3.4%

### Conclusions based on this data:

1. While the number of English Learners has remained fairly constant since 2016, the number of reclassified fluent english proficient students has decreased.
2. The percentage of fluent English proficient students has remained relatively constant.

# 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	53	48	39	52	47	39	52	47	39	98.1	97.9	100
Grade 4	57	41	51	56	41	49	56	41	49	98.2	100	96.1
Grade 5	58	51	41	56	51	40	56	51	40	96.6	100	97.6
Grade 6	55	50	59	55	48	59	55	48	59	100	96	100
All Grades	223	190	190	219	187	187	219	187	187	98.2	98.4	98.4

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	2363.	2417.	2412.	3.85	8.51	23.08	23.08	42.55	17.95	23.08	21.28	25.64	50.00	27.66	33.33
Grade 4	2429.	2415.	2431.	10.71	14.63	6.12	19.64	21.95	26.53	21.43	17.07	30.61	48.21	46.34	36.73
Grade 5	2421.	2477.	2445.	7.14	15.69	12.50	17.86	31.37	17.50	8.93	19.61	15.00	66.07	33.33	55.00
Grade 6	2461.	2502.	2502.	7.27	8.33	13.56	21.82	29.17	27.12	18.18	41.67	32.20	52.73	20.83	27.12
All Grades	N/A	N/A	N/A	7.31	11.76	13.37	20.55	31.55	22.99	17.81	25.13	26.74	54.34	31.55	36.90

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	7.69	10.64	23.08	38.46	63.83	33.33	53.85	25.53	43.59
Grade 4	17.86	12.20	8.16	46.43	46.34	55.10	35.71	41.46	36.73
Grade 5	10.71	21.57	20.00	35.71	47.06	35.00	53.57	31.37	45.00
Grade 6	12.73	8.33	16.95	30.91	50.00	47.46	56.36	41.67	35.59
All Grades	12.33	13.37	16.58	37.90	51.87	43.85	49.77	34.76	39.57

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	7.69	8.70	17.95	40.38	56.52	46.15	51.92	34.78	35.90
Grade 4	10.71	7.32	8.16	44.64	48.78	51.02	44.64	43.90	40.82
Grade 5	19.64	17.65	7.50	21.43	52.94	40.00	58.93	29.41	52.50
Grade 6	10.91	18.75	20.34	29.09	50.00	44.07	60.00	31.25	35.59
All Grades	12.33	13.44	13.90	33.79	52.15	45.45	53.88	34.41	40.64

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	9.62	10.64	20.51	57.69	74.47	53.85	32.69	14.89	25.64
Grade 4	5.36	12.20	8.16	66.07	56.10	69.39	28.57	31.71	22.45
Grade 5	1.79	19.61	12.50	66.07	60.78	50.00	32.14	19.61	37.50
Grade 6	12.73	12.50	10.17	45.45	66.67	57.63	41.82	20.83	32.20
All Grades	7.31	13.90	12.30	58.90	64.71	58.29	33.79	21.39	29.41

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	7.69	19.15	28.21	44.23	59.57	33.33	48.08	21.28	38.46
Grade 4	19.64	14.63	16.33	50.00	46.34	51.02	30.36	39.02	32.65
Grade 5	14.29	23.53	12.50	26.79	49.02	30.00	58.93	27.45	57.50
Grade 6	12.73	20.83	22.03	41.82	64.58	49.15	45.45	14.58	28.81
All Grades	13.70	19.79	19.79	40.64	55.08	42.25	45.66	25.13	37.97

**Conclusions based on this data:**

1. The percentage of 3rd grade students above standard has been consistently increasing in all areas except writing.
2. Writing and listening seem to be areas to target as the percentage of those above standard are significantly lower than the other two areas.

# 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	53	47	39	53	47	39	53	47	39	100	100	100
Grade 4	57	41	51	57	41	49	57	41	49	100	100	96.1
Grade 5	58	51	41	56	51	41	56	51	41	96.6	100	100
Grade 6	55	50	59	55	48	59	55	48	59	100	96	100
All Grades	223	189	190	221	187	188	221	187	188	99.1	98.9	98.9

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	2373.	2412.	2390.	3.77	2.13	0.00	18.87	36.17	43.59	22.64	38.30	10.26	54.72	23.40	46.15
Grade 4	2441.	2415.	2445.	8.77	4.88	2.04	17.54	14.63	22.45	50.88	24.39	51.02	22.81	56.10	24.49
Grade 5	2429.	2471.	2437.	5.36	3.92	2.44	8.93	19.61	9.76	21.43	37.25	21.95	64.29	39.22	65.85
Grade 6	2461.	2507.	2497.	9.09	12.50	3.39	16.36	22.92	27.12	25.45	37.50	44.07	49.09	27.08	25.42
All Grades	N/A	N/A	N/A	6.79	5.88	2.13	15.38	23.53	25.53	30.32	34.76	34.04	47.51	35.83	38.30

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	11.32	19.15	10.26	30.19	51.06	43.59	58.49	29.79	46.15
Grade 4	17.54	12.20	8.16	42.11	17.07	46.94	40.35	70.73	44.90
Grade 5	10.71	11.76	4.88	16.07	35.29	19.51	73.21	52.94	75.61
Grade 6	14.55	20.83	15.25	32.73	45.83	50.85	52.73	33.33	33.90
All Grades	13.57	16.04	10.11	30.32	37.97	41.49	56.11	45.99	48.40

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	5.66	17.02	5.13	41.51	53.19	46.15	52.83	29.79	48.72
Grade 4	14.04	2.44	8.16	38.60	48.78	55.10	47.37	48.78	36.73
Grade 5	5.36	7.84	2.44	26.79	56.86	36.59	67.86	35.29	60.98
Grade 6	14.55	6.25	10.17	25.45	60.42	44.07	60.00	33.33	45.76
All Grades	9.95	8.56	6.91	33.03	55.08	45.74	57.01	36.36	47.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.89	6.38	10.26	50.94	65.96	46.15	47.17	27.66	43.59
Grade 4	17.54	9.76	10.20	38.60	39.02	57.14	43.86	51.22	32.65
Grade 5	7.14	11.76	2.44	25.00	43.14	36.59	67.86	45.10	60.98
Grade 6	9.09	10.42	3.39	32.73	52.08	64.41	58.18	37.50	32.20
All Grades	9.05	9.63	6.38	36.65	50.27	52.66	54.30	40.11	40.96

**Conclusions based on this data:**

1. The percentage of 4th and 6th grade students near standard is significantly increasing.
2. Last year's 5th graders, this year's 6th graders, may need some extra support in mathematics this year.

# 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>324</b>	<b>77.2</b>	<b>36.7</b>	<b>2.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	36.7
Foster Youth	7	2.2
Homeless	11	3.4
Socioeconomically Disadvantaged	250	77.2
Students with Disabilities	51	15.7

### Conclusions based on this data:

1. The number of socioeconomically disadvantaged students has been increasing from year to year with now 77.2% of students on campus socioeconomically disadvantaged at Loma.
2. The number of English Learners on campus has remained relatively consistent.
3. The percentage of students with disabilities has increased since last year.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement


Chronic Absenteeism



Red


Conditions & Climate

Suspension Rate



Yellow

Mathematics



Orange

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 37.4 points below standard Declined -6.9 points 172	 Orange 49.9 points below standard Declined Significantly -18.3 points 83	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 41.1 points below standard Maintained -2.2 points 144	 Orange 124.6 points below standard Increased ++8.5 points 35

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 10	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Orange 44.1 points below standard Maintained -0.8 points 121	<b>Two or More Races</b>  No Performance Color 10.7 points below standard Declined Significantly -25.9 points 12	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color 40.8 points below standard Declined Significantly -23.4 points 23

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> 70.2 points below standard Declined Significantly -20.9 points 69	<b>Reclassified English Learners</b> 50.4 points above standard Increased Significantly ++22.6 points 14	<b>English Only</b> 26.6 points below standard Increased ++3 points 86

#### Conclusions based on this data:

1. Our reclassified English Learners are out performing our English only students.
2. Our current English Learners declined significantly this year, however we saw a decline in general on performance among all students.

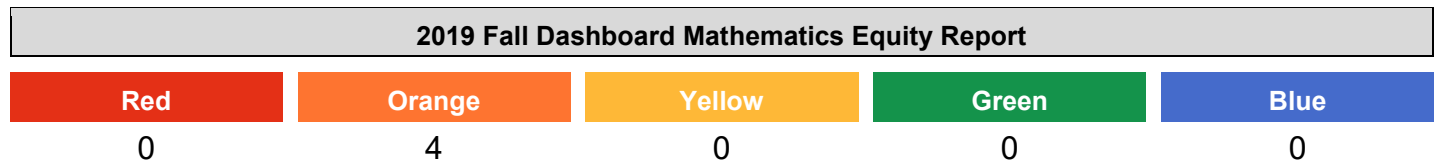
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 58.6 points below standard Declined -9.5 points 171	<b>English Learners</b>  Orange 77.5 points below standard Declined Significantly -19 points 83	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Orange 60.8 points below standard Declined -4 points 143	<b>Students with Disabilities</b>  Orange 144.1 points below standard Increased ++3.7 points 34

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.8 points below standard Declined -4.3 points 120	 No Performance Color 45.8 points below standard Declined Significantly -25.3 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 42.7 points below standard Declined Significantly -19.8 points 23

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
93.4 points below standard Declined -14.8 points 69	1.2 points above standard Declined -8 points 14	42.5 points below standard Maintained -1.8 points 85

#### Conclusions based on this data:

1. Our reclassified English Learners are seeing less decline in mathematics than our current English Learners.
2. Reclassified English Learners are outperforming our English Only students despite a decline in performance as they are still 1.2 points above 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
2	2	1	2	0

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>  Red 20.3 Increased +0.9 400	<b>English Learners</b>  Orange 22.5 Declined -3.7 129	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Homeless</b>  No Performance Color 31.6 Declined -28.4 19	<b>Socioeconomically Disadvantaged</b>  Orange 21 Declined -1.4 310	<b>Students with Disabilities</b>  Red 24.2 Maintained 0 66

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

African American	American Indian	Asian	Filipino
 Yellow 17.1 Declined -9.6 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Declined -17.6 11
Hispanic	Two or More Races	Pacific Islander	White
 Red 26.7 Increased Significantly +5.8 243	 Green 5.9 Declined -7.5 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 9.5 Declined -4.3 63

#### Conclusions based on this data:

1. While chronic absenteeism remains high, we are seeing declines in many student groups.
2. Our Hispanic subgroup has the highest chronic absenteeism level and also increased significantly. More work will have to be done to support these families in terms of attendance.

# 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	1	4	0	2

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
 Yellow 1.5 Maintained 0 412	 Yellow 1.5 Maintained +0.1 130	 No Performance Color 0 11
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 5.3 Maintained 0 19	 Yellow 1.6 Maintained 0 319	 Yellow 1.5 Maintained 0 67

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

<b>African American</b>  Blue 0 Maintained 0 42	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color 0 Maintained 0 12
<b>Hispanic</b>  Yellow 1.6 Maintained 0 246	<b>Two or More Races</b>  Blue 0 Maintained 0 37	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  Orange 3 Increased +0.3 66

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	1.5

#### Conclusions based on this data:

1. Suspension rates maintained in all but one subgroup. Our white subgroups did have a slight increase this year.
2. Overall suspension rates remain relatively low across all subgroups.

# 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

We must continue to make changes to ensure high-quality teaching and learning resulting in mastery for each and every student as the data indicates that fewer students met/exceeded the standards in ELA and math remained fairly stagnant. We must see what the discrepancy between reading level and SBAC ELA performance so as to improve instruction in ELA so that students reading at grade level are also able to meet/exceed standard on ELA SBAC. Our Hispanic students are in orange at this time. We need to make sure that while we are providing high quality teaching and learning, that our Hispanic students may need some additional supports to allow them to perform comparably to other subgroups.

## 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 10%.</li></ul>	(17-18) 43% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.  (18-19) 36% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	46% 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 4%.</li><li>Student groups scoring below the school average will show an increase greater than 4%.</li></ul>	(17-18) 29% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.  (18-19) 28% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	32% 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.
- Staff will continue their work with the six exceptional systems (No Excuses University).

**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)
57000	Title I 1000-1999: Certificated Personnel Salaries Site based subs to allow for work with PLC and No Excuses University

**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 (2) 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 the principal, teachers, and intervention 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.
- Teachers in grades 3 through 6 will work together by sharing students. Each student will have a differentiate schedule to meet their academic needs.
- Site based subs will allow teachers to provide tier 2 and 3 instruction as needed.
- Extra LLRT hours will allow for increased tier 2 and tier 3 instruction.
- iXL to support our 3rd through 6th grade students with math enrichment and interventions.
- Teachers will continue to receive professional development around No Excuse University and focus on the pillars including data analysis and intervention strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Site based sub to support interventions (DUPLICATE COST)
15500	Title I 2000-2999: Classified Personnel Salaries 1.5 hours LLRT to support interventions
2000	Title I 4000-4999: Books And Supplies IXL for 3rd through 6th graders for mathematics
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development - No Excuses University membership and conference.

# 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.

2019-2020 plan was implemented as described. We have noticed that our students would still benefit from some extended work around SBAC. We are implementing increased hours around focus on student deficiencies in SBAC skills.

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.

Due to a decrease in funding, we can no longer fund a reading intervention teacher. PLCs, SSC, ELAC, and leadership committee have had numerous meetings to discuss how we can provide necessary Tier 2 and Tier 3 interventions without a reading intervention teacher. We have decided strong PLCs supported by increased LLRT hours and site based subs will allow teachers to provide Tier 1, 2, and 3 interventions while at the same time support PLC and No Excuse University work.

# 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

We have a significant need with our students with disabilities. We are seeing only single digits in mathematics and only 10% in ELA. There is a huge gap between our whole school data and our students with disabilities. We need to make sure that we focus on ensure the success of our Hispanic subgroup including utilizing our site based subs to allow extra small group instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner Progress</p> <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>	<p>45.1% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).</p>	<p>50% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).</p>
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> <li>We will increase the percentage of Socioeconomically</li> </ul>	<p>(17-18) 36% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 26% of</p>	<p>39% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disadvantaged students who meet standard as measured by SBAC.	<p>Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19)34% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 29% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	32% 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) 11% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 8% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 10% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 5% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>14% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>11% 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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

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

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by principal, intervention teacher, SAI teachers, and General Education teachers to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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.

This year our Reading Intervention teacher was able to target more intervention towards our 1st and 2nd grade students. She was still able to see two groups of 3rd through 6th grade students. Efforts showed a lack of need for intervention in 3rd through 6th as there were fewer students two or more grade levels below.

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.

Decreased funding is requiring us to reduce the reading intervention teacher position. The team has determined we will use site based subs to allow teachers some freedom to work with small groups of students to provide interventions.

# 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

Work needs to be done around the chronic absenteeism rate, specifically around the students with 20% or more absenteeism. While we did see a .56% decrease in chronic absenteeism, our overall school attendance remained constant. This was due to the number of students (1.75%) with 20% or more absenteeism. Specifically our Hispanic subgroup needs focus around chronic absenteeism. We will utilize our extra day of a social worker to help support the chronic absentee issue, especially among this subgroup. In terms of suspensions, our White subgroup needs extra support around suspension. As a staff, we need to think about other ways to support this group. Our social worker will be able to provide some small group work with this population to work on other means of expressing themselves.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 93.77% for the previous school year.	The school attendance rate will increase by 0.05% to a rate of 93.82% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(18-19) The school attendance rate was 93.77%.	
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 20.86% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 20.3%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 19.3% 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) 0.25% of students were suspended during the previous school year.</p> <p>(18-19) 2% of students were suspended.</p>	Student suspension will decrease by .5% for an overall rate of 1.5% in the coming year.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Character Education

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

While we have lower attendance for all students, our Hispanic students, ELs, students with disabilities, and socio-economically disadvantaged students struggle with chronic absenteeism the most.

### 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. Elementary schools will use an SST format.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

15300

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Social Worker extra day to support chronic absenteeism especially around hispanic subgroup

## 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 to support student small groups and reduce suspension rates, especially amongst our white subgroup

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
duplicate cost

#### **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.
- Create and implement universal class expectations policies with defined responses to incidents in the classroom. Ensure consistency amongst staff for following the plan.
- Introduce positive incentives for students in grades 3 through 6 who are displaying appropriate behaviors in the classroom (Picnic Friday and Gain a Privilege).

#### **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.

Work with PLCs on restorative practice has shown some significant improvements in overall behavior. Work around attendance though has not been effective. We are still showing high trends in absenteeism. This is something that really needs to be addressed next year.

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.

In the 2020-2021 school year, we will pay for an extra day each week of a social worker to focus on the chronic absentee issue. Our health tech alone is not able to do all the work required to address this issue.

# 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

While we have seen an increase in parents at all school events such as Fall Festivals, Back to School Nights, and Open House, we still are not seeing parents participate in the events to target student learning such as Parent Education Nights, SSC, ELAC, and PTA. We need to have an increase in parent involvement to these events.

## 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 74.2%.  (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 63%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 75%.
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 96.9%  (19-20) percentage of parents who agree that the school meets the academic needs of their child is 95%.	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)

1,224.58

Source(s)

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

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders 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, 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.

We are still seeing a lack of participation in parents attending events. The events that are attended are more of the fun events rather than informative events. The biggest issue is the lack of participation in family education nights. The survey reflects parents want information around bullying and parent supports. We have had events around bullying and behavior, but they are not attending those events. We need to figure out how to best involve our families.

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 continue to purchase agendas to support communication with our 3rd through 6th grade families. We will increase our social media presence and continue to post Youtube videos with updates for parents on things happening at the school. Our school social worker will help support parent involvement.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,091.08
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,024.58

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$92,800.00
Title I Part A: Parent Involvement	\$1,224.58

Subtotal of additional federal funds included for this school: \$94,024.58

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

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

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

Total of federal, state, and/or local funds for this school: \$94,024.58

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	92,866.50	66.50
Title I Part A: Parent Involvement	1,224.58	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	92,800.00
Title I Part A: Parent Involvement	1,224.58

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,524.58
2000-2999: Classified Personnel Salaries	15,500.00
4000-4999: Books And Supplies	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	72,300.00
2000-2999: Classified Personnel Salaries	Title I	15,500.00
4000-4999: Books And Supplies	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,224.58

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,500.00
Goal 3	15,300.00
Goal 4	1,224.58

# School Site Council Membership

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

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

Name of Members	Role
Beth Rackliffe	Principal
Kathryn Vargas	Classroom Teacher
Paula Bloemers	Classroom Teacher
Tracy Sheppard	Classroom Teacher
Monica Carbajal	Parent or Community Member
Kate Bell	Parent or Community Member
Shanna LeCount	Parent or Community Member
Dalia Cardona	Parent or Community Member
Carrie Blount Young	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 6/1/2020.

Attested:



Principal, Beth Rackliffe on 6/1/20



SSC Chairperson, Paula Bloemers on 6/1/20

# 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.