

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
Maryland Avenue Elementary School	37-68197-6038525	April 22, 2020	June 30, 2020

Purpose and Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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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:

- 100% Agree that school meets academic needs of their child
- 94.8% Satisfied with teacher's communication about child's academic needs
- 99.3% Feel welcome and respected in classroom and school
- 99.3% Report child feels safe at school
- 96% Feel school is active in preventing bullying
- 96.8% Satisfied with communication from school
- 87% Satisfied with level of engagement and participation related to decisions regarding their child's education

Parent satisfaction increased in every category as compared to the previous year. There was a significant increase in the satisfaction of parents regarding the teacher's communication about child's academic needs from 86.9% to 94.8%. There was a 3% increase in the satisfaction of parents related to participation in decisions related to their child's education. There was also a substantial increase (96.7% to 100%) in satisfaction in Maryland Avenue meeting the academic needs of their child. There was an increase of 3.4% (95.9% to 99.3%) of parents reporting their child feels safe at school.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (46 respondents)
- Ways to get involved and support their child's education (40 respondents)
- Homework help strategies (33 respondents)
- Math development strategies and the math curriculum (40 respondents)
- Bullying prevention (28 respondents)
- Reading development strategies and the language arts curriculum (38 respondents)

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of:

Engaging parents in decisions regarding their child's education through Back to School Night, Parent Conferences and communication with teachers. In addition we will look for innovative ways to offer parent education opportunities to parents on meaningful topics.

Classroom Observations

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

Daily principal Observations:

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

Supervisory Classroom Observations:

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

District Walks:

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

Principal Network Walks:

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All teachers at our school site are properly credentialed.

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

Online Courses

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

Face to Face and Blended Courses

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

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

All staff development is focused on the use of:

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

Staff development at our school site in the 2020-21 school year will focus on research based intervention strategies in behavior and academic support as well as continue to refine our practice of becoming a high functioning PLC school, all aligned with improving delivery of our state adopted standards.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Professional Learning Communities (PLC)

Positive Behavior Interventions and Supports (PBIS)

Multi-tiered Systems of Support (MTSS)

Parental Engagement

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

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

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

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

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

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

Funding

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

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, March 11, 2020, at 8:30am
- ELAC #4 Meeting, May 28, 2020, at 8:30am
- SSC # 4 Meeting, March 4, 2020, at 2:30 pm
- SSC #5 Meeting, April 22, 2020, at 2:30pm
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: February 11, 2020, at 2:30: April 21, 2020 at 1:15: May 26, 2020 at 2:30
- Other meetings where the 2020-21 SPSA goals, metrics were discussed: PTA, February 20, 2020, at 6:00pm; April 16, 2020, at 6:00pm; May 21, 2020, at 6:00pm

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	0.39%	0.4%	0.22%	2	2	1
African American	7.24%	8.1%	6.9%	37	41	32
Asian	4.11%	3.56%	3.02%	21	18	14
Filipino	2.35%	2.57%	2.59%	12	13	12
Hispanic/Latino	35.62%	36.36%	37.07%	182	184	172
Pacific Islander	0.78%	0.4%	0.86%	4	2	4
White	39.92%	38.93%	40.73%	204	197	189
Multiple/No Response	%	%	8.62%			0
Total Enrollment				511	506	464

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	83	66
Grade 1	81	87	66
Grade 2	86	76	84
Grade3	84	86	84
Grade 4	54	73	63
Grade 5	43	54	58
Grade 6	47	47	43
Total Enrollment	511	506	464

Conclusions based on this data:

1. Enrollment has grown at our school since the 2016-2017 school year, with an overall increase of 37 students.
2. The "White" and "Hispanic/Latino" student groups have consistently been the two most significant student groups, with "White" students making up 38.93% of the students and "Hispanic/Latino" students making up 36.36%.
3. The "African American" student group has grown since the 2016-2017 school year, with a 3% increase over three years.

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	52	45	37	10.2%	8.9%	8.0%
Fluent English Proficient (FEP)	36	37	25	7.0%	7.3%	5.4%
Reclassified Fluent English Proficient (RFEP)	4	11	5	7.0%	21.2%	11.1%

Conclusions based on this data:

1. The number of English Learners enrolled has decreased 3.3% since the 2016-2017 school year even though overall enrollment has increased.
2. There has been only a 1% increase in the percent of students who are classified as Fluent English Proficient (FEP) since the 2016-2017 school year.
3. During the 2018-2019 school year there was a significant increase in the percent of students who were Reclassified Fluent English Proficient (RFEP) from 7% in 2017-2018 to 21.2% in 2018-2019.

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	51	76	79	51	76	77	51	76	77	100	100	97.5
Grade 4	41	45	66	41	45	66	41	45	66	100	100	100
Grade 5	48	44	47	48	44	46	48	44	46	100	100	97.9
Grade 6	35	44	46	34	44	46	34	44	46	97.1	100	100
All Grades	175	209	238	174	209	235	174	209	235	99.4	100	98.7

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	2420.	2462.	2469.	21.57	34.21	42.86	29.41	31.58	27.27	21.57	19.74	14.29	27.45	14.47	15.58
Grade 4	2480.	2455.	2478.	39.02	15.56	27.27	19.51	28.89	27.27	19.51	22.22	13.64	21.95	33.33	31.82
Grade 5	2476.	2521.	2492.	10.42	31.82	15.22	35.42	31.82	41.30	16.67	13.64	19.57	37.50	22.73	23.91
Grade 6	2528.	2517.	2566.	14.71	9.09	28.26	35.29	36.36	45.65	26.47	27.27	17.39	23.53	27.27	8.70
All Grades	N/A	N/A	N/A	21.26	24.40	30.21	29.89	32.06	33.62	20.69	20.57	15.74	28.16	22.97	20.43

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	23.53	43.42	42.86	49.02	36.84	44.16	27.45	19.74	12.99
Grade 4	36.59	13.33	30.30	43.90	64.44	51.52	19.51	22.22	18.18
Grade 5	14.58	40.91	19.57	54.17	40.91	54.35	31.25	18.18	26.09
Grade 6	20.59	11.36	28.26	50.00	54.55	58.70	29.41	34.09	13.04
All Grades	23.56	29.67	31.91	49.43	47.37	51.06	27.01	22.97	17.02

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	17.65	38.16	36.36	47.06	43.42	50.65	35.29	18.42	12.99
Grade 4	34.15	13.33	15.15	41.46	62.22	65.15	24.39	24.44	19.70
Grade 5	14.58	34.09	17.39	58.33	38.64	47.83	27.08	27.27	34.78
Grade 6	32.35	25.00	36.96	44.12	40.91	54.35	23.53	34.09	8.70
All Grades	23.56	29.19	26.81	48.28	45.93	54.89	28.16	24.88	18.30

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	23.53	30.26	36.36	60.78	60.53	53.25	15.69	9.21	10.39
Grade 4	14.63	15.56	24.24	65.85	62.22	56.06	19.51	22.22	19.70
Grade 5	12.50	18.18	21.74	60.42	63.64	63.04	27.08	18.18	15.22
Grade 6	8.82	15.91	23.91	67.65	65.91	63.04	23.53	18.18	13.04
All Grades	15.52	21.53	27.66	63.22	62.68	57.87	21.26	15.79	14.47

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	21.57	35.53	49.35	52.94	53.95	37.66	25.49	10.53	12.99
Grade 4	34.15	22.22	28.79	48.78	53.33	43.94	17.07	24.44	27.27
Grade 5	16.67	34.09	21.74	47.92	47.73	58.70	35.42	18.18	19.57
Grade 6	26.47	29.55	43.48	55.88	45.45	45.65	17.65	25.00	10.87
All Grades	24.14	31.10	37.02	51.15	50.72	45.11	24.71	18.18	17.87

Conclusions based on this data:

1. Overall, we saw an 8% increase in English Language Arts with the greatest increase in 6th grade with a 26% increase from 2017-2018. 3rd grade and 4th grade also saw increases with a 4% increase in 3rd grade and a 10% increase in 4th grade.
2. 3rd grade, 4th grade and 6th grade all had an increase in students scoring At, Near or Above standard in reading. 3rd grade increased by 6.84%. 4th grade increased by 4.03%. 6th grade increased by 20.79%.
3. 5th grade and 6th grade both had an increase in students scoring At, Near or Above standard in writing. 5th grade increased by 15.66% and 6th grade increased by 7.39%.

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	51	76	79	51	76	77	51	76	77	100	100	97.5
Grade 4	41	45	66	41	45	66	41	45	66	100	100	100
Grade 5	48	44	47	47	44	46	47	44	46	97.9	100	97.9
Grade 6	35	44	46	35	44	46	35	44	46	100	100	100
All Grades	175	209	238	174	209	235	174	209	235	99.4	100	98.7

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	2409.	2434.	2447.	7.84	17.11	24.68	33.33	26.32	33.77	27.45	38.16	27.27	31.37	18.42	14.29
Grade 4	2475.	2450.	2466.	21.95	6.67	13.64	24.39	31.11	22.73	34.15	35.56	42.42	19.51	26.67	21.21
Grade 5	2470.	2504.	2479.	12.77	22.73	8.70	21.28	18.18	19.57	23.40	31.82	26.09	42.55	27.27	45.65
Grade 6	2517.	2501.	2533.	17.14	15.91	19.57	22.86	22.73	26.09	28.57	25.00	36.96	31.43	36.36	17.39
All Grades	N/A	N/A	N/A	14.37	15.79	17.45	25.86	24.88	26.38	28.16	33.49	33.19	31.61	25.84	22.98

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	13.73	22.37	36.36	45.10	47.37	44.16	41.18	30.26	19.48
Grade 4	36.59	24.44	19.70	26.83	31.11	43.94	36.59	44.44	36.36
Grade 5	19.15	27.27	13.04	21.28	36.36	36.96	59.57	36.36	50.00
Grade 6	20.00	29.55	32.61	37.14	22.73	41.30	42.86	47.73	26.09
All Grades	21.84	25.36	26.38	32.76	36.36	42.13	45.40	38.28	31.49

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	19.61	23.68	32.47	49.02	53.95	46.75	31.37	22.37	20.78
Grade 4	34.15	11.11	25.76	34.15	57.78	42.42	31.71	31.11	31.82
Grade 5	10.64	22.73	10.87	44.68	40.91	43.48	44.68	36.36	45.65
Grade 6	20.00	15.91	17.39	40.00	38.64	47.83	40.00	45.45	34.78
All Grades	20.69	19.14	23.40	42.53	48.80	45.11	36.78	32.06	31.49

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	13.73	26.32	31.17	58.82	59.21	48.05	27.45	14.47	20.78
Grade 4	21.95	8.89	21.21	48.78	55.56	50.00	29.27	35.56	28.79
Grade 5	8.51	22.73	8.70	46.81	50.00	54.35	44.68	27.27	36.96
Grade 6	17.14	18.18	21.74	57.14	45.45	52.17	25.71	36.36	26.09
All Grades	14.94	20.10	22.13	52.87	53.59	50.64	32.18	26.32	27.23

Conclusions based on this data:

1. Overall, we saw a 3% increase in Math with the greatest increase in 3rd grade, with a 15% increase from 2017-2018. 6th grade also saw increases with a 4% overall increase.
2. 3rd grade, 4th grade and 6th grade all had an increase in students scoring At, Near or Above standard in concepts and procedures. 3rd grade increased by 10.86%. 4th grade increased by 8.05%. 6th grade increased by 21.02%.
3. 3rd grade, 4th grade and 6th grade all had an increase in students scoring At, Near or Above standard in Communicating Reasoning. 3rd grade increased by 6.23%. 4th grade increased by 6.75%. 6th grade increased by 9.67%

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
506	43.7	8.9	1.0
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	45	8.9
Foster Youth	5	1.0
Homeless	8	1.6
Socioeconomically Disadvantaged	221	43.7
Students with Disabilities	103	20.4





Conclusions based on this data:

1. Foster Youth enrollment has stayed relatively stable moving from .8% to 1%.
2. Socioeconomically Disadvantaged students has increased by 2.2%.
3. English Learners have had a decrease of 1.3%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 19.6 points above standard Increased ++11.9 points 247	 Green 0.2 points below standard Increased ++8.9 points 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 0.2 points above standard Increased Significantly ++19.3 points 133	 Yellow 24.6 points below standard Increased ++14.8 points 60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 46.8 points below standard Increased Significantly ++15.7 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 12.7 points above standard Increased Significantly ++18.8 points 100	 No Performance Color 4.4 points below standard Declined -7.9 points 19	 No Performance Color 0 Students	 Green 37.5 points above standard Maintained -2.2 points 94

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
54.3 points below standard Increased Significantly ++22.3 points 20	49 points above standard Declined -3.2 points 22	22 points above standard Increased ++10.8 points 197

Conclusions based on this data:

1. In Language Arts our students performed 18.7 points above standard, which was an increase of 11 points. The California State student performance was 3 points below standard.
2. In Language Arts our students with disabilities performed 25 points below standard, which was an increase of 14.4 points.
3. In Language Arts our Hispanic students performed 11.7 points above standard, which was an increase of 17.7 points.

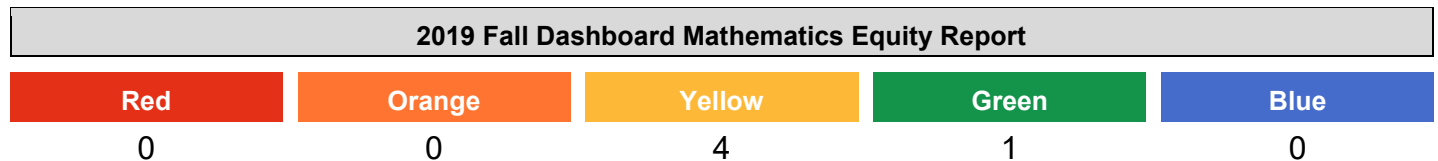
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.1 points below standard Increased ++12.5 points 247	English Learners  Yellow 34.5 points below standard Increased ++4.4 points 42	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Yellow 35.3 points below standard Increased ++13.1 points 133	Students with Disabilities  Yellow 54.7 points below standard Increased Significantly ++24.3 points 60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 68.2 points below standard Increased Significantly ++34.4 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.6 points below standard Increased ++6.1 points 100	 No Performance Color 24.5 points below standard Increased Significantly ++18.8 points 19		 Green 9.9 points above standard Increased ++4.6 points 94

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
88 points below standard Increased ++11.2 points 20	14.2 points above standard Maintained -1.7 points 22	10.8 points below standard Increased ++12 points 197

Conclusions based on this data:

1. In Math our students performed 13.1 points below standard, which was an increase of 12.5 points. The California State student performance was 33.5 points below standard.
2. In Math our students with disabilities performed 54.7 points below standard, which was an increase of 24.3 points.
3. In Math our African-American students performed 68.2 points below standard, which was an increase of 34.4 points. This is not a significant subgroup.

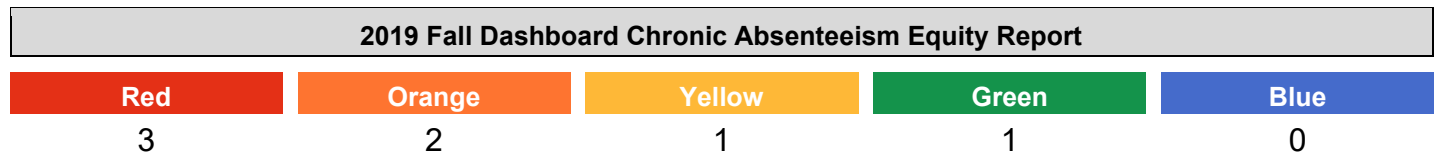
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11 Increased +0.7 537	English Learners  Orange 15.1 Increased +8.1 53	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Red 16.3 Increased Significantly +3.8 264	Students with Disabilities  Red 22 Increased +4.9 118

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.8 Increased +8.3 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 5.3 Increased +0.5 19	 No Performance Color 18.8 Increased +11.1 16
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.9 Increased Significantly +3.9 195	 Yellow 7.7 Maintained +0.3 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 5.4 Declined Significantly -4.4 203

Conclusions based on this data:

1. We have 11% of students overall with Chronic Absenteeism. This is an increase of 0.7.
2. Our African-American students increased to 12.8%, which is an increase of 8.3%
3. Our White students improved in the area of Chronic Absenteeism decreasing to 5.4%. This is an improvement of 4.4%.

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
2	2	2	1	0

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 3.2 Increased +1.4 563	 Orange 5.1 Increased +3.5 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Red 5.3 Increased Significantly +3 281	 Yellow 3.3 Declined -2.1 120

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 14.9 Increased +8.8 47	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 5 Maintained +0.2 20	Filipino  No Performance Color 0 Maintained 0 16
Hispanic  Green 2 Declined -0.4 205	Two or More Races  Yellow 1.8 Maintained +0.1 57	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange 2.3 Increased +1.9 213

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	3.2

Conclusions based on this data:

1. Overall we saw an increase in suspension rates of 1.4%. This equates to 3.2% of all students.
2. Our students with Disabilities saw an decrease in suspension rates of 2.1%. This equates to 3.3% of all students which is inline with our overall suspension rate.
3. Overall we saw an decrease in suspension rates of 0.4%. This equates to 2% of all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Excellence

LEA/LCAP Goal

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

Goal 1

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

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. All student groups saw an increase in both English Language Arts and Math performance. Over the past 3 years, we have seen a steady increase in both overall English Language Arts and Math scores as measured by SBAC. This is evidence of sustainable growth and we want to continue to grow in order to meet the needs of all students during the coming school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.	(17-18) 56% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 64% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	67% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 41% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 44% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	47% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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)

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.
- Grade-level teams will use unit planning templates 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.
- Math Coach to work with 4th-6th grade Math Teachers. In collaboration with district-level Math Coach, 4th-6th grade teachers will participate in staff development, analyze data, examine and identify instructional needs and develop strategies to address these needs.

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 (WIN Time) 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.

- Site will fund a 25% Intervention teacher (10 hours per week) to provide additional interventions to work with students to increase reading fluency and comprehension in ELA based on assessment data.
- 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 Intervention Team and Teachers to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- In collaboration with district-level math coach, 4th-6th grade teachers will participate in staff development, analyze data, identify instructional needs and develop strategies to address these needs.

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.

Classroom teachers developed their daily schedules to include time for small group reading instruction as outlined and WIN Time. The intervention team and classroom teachers met at the start of the year to develop groupings and appropriate interventions for each grade level during WIN Time based on SBAC and district benchmark data. Student progress was monitored throughout the year and groupings/interventions were adjusted as needed. 45% Intervention Teacher worked with students who were below grade-level in reading as measured by SBAC and District Benchmark assessments. Schedule allowed for targeted intervention for students below grade level to be pulled 30-60 minutes daily. Students who participated in intervention have made reading progress.

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 budgetary constraints our Intervention teacher will be reduced from 45% to 25% for the 2020-2021 school year (10 hour per week). In addition, site will no longer fund a part-time student helper to assist the intervention teacher in providing interventions, due to budgetary restraints.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

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

Goal 2

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

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. Our achievement data reveals discrepancies amongst different student groups, although there has been improvement since 2018-2019. We are committed to closing that achievement gap. Based on the 2018-2019 data both Socioeconomically Disadvantaged students and Students with Disabilities made significant gains in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.	45.5% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	48.5% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged <ul style="list-style-type: none">We will increase the percentage of	(17-18) 42% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded	56% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged students who meet standard as measured by SBAC.	<p>standard as measured by SBAC in ELA.</p> <p>(17-18) 33% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 53% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 32% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	36% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. 	<p>(17-18) 18% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 18% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 29% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 12% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>32% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>15% 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 General Educaion teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by the Intervention Team and grade level teams to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Moby Max, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, WIN Time groups 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.

All actions and services were implemented as planned. Teachers provided daily/weekly schedules to show where designated ELD instruction took place. English Learners saw an increase of 6.3 points on SBAC in English Language Arts. SAI teachers, SDC teachers and General Education teachers collaborated regularly to articulate, plan instruction, and review student progress. Collaboration ensured that students had continuity between classrooms. Students with Disabilities saw an increase in both English Language Arts and Math.

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 monitor English Language Development (ELD) as well as student progress and log in frequency with Imagine Learning. Teachers will track student progress towards mastery of essential standards and plan intervention for students as needed. SAI and SDC teachers will collaborate with General Education teachers regularly.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

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

Goal 3

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

Identified Need

This goal is a reflection of our strong belief in developing the "whole" child in addition to academic excellence. The English Learner and African American student groups have an orange status for Chronic Absenteeism on the CA Dashboard. The Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups have a red status on the CA Dashboard for Chronic Absenteeism. Therefore, we will continue to focus on attendance for these student groups. The All student group, English Learner student group, and the White student groups have an orange status for Suspension Rate on the CA Dashboard. The Socioeconomically Disadvantaged and African American student groups have a red status on the CA Dashboard for Suspension Rate. Therefore, we will continue to focus on positive behavior supports for these student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school overall attendance rate was 95.88%	The school attendance rate will increase by 0.5% to a rate of 96.38% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(18-19) The school overall attendance rate was 95.84%.	
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) A total of 107 students were absent more than 10% of the 2017-18 school year for a Chronic Absentee rate of 11.39%</p> <p>(18-19) The percentage of students with chronic absenteeism was 11%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 10% 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) 2% of students were suspended during the previous school year.</p> <p>(18-19) 3.4% of students were suspended.</p>	Student suspensions will decrease by 0.5% for an overall rate of 1.5% 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 anti-bullying strategies and other Character Education programs such as PeaceBuilders.
- Continue to implement a Student Leadership Squad. This year the Student Leadership Squad will also be trained by City Hope volunteers on ways they can support others.
- Continue to participate in "The Great Kindness Challenge."
- Continue to have students recognize each other for acts of kindness with kindness slips and start a chain reaction of kindness within their classroom.
- Implement Sanford Harmony curriculum for social emotional growth.
- Implement ImpACT On Stage lessons and interactive program with 4th-6th graders to help students identify mistreatment, advocate for themselves and for their peers, and establish a culture of compassion.

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

- District will fund 1-day of a Social Worker to assist with providing supports to families of chronically absent students.
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.

- Conduct parent meetings (SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.

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.
- District will fund 1-day of a Social Worker to provide staff development to teachers on working with students with challenging behaviors.

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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Social Emotional

- District will fund 1-day of a Social Worker to work students with social emotional needs and provide staff development to teachers.
- Continue our partnership with City Hope volunteers, where volunteers are an extra friendly face for students to talk to.
- Implement Girls on the Run for our 3rd-6th grade girls for the 2nd year. This program inspires girls to recognize their inner strength and celebrate what makes them one of a kind. Over the course of the ten-week program, girls develop essential skills to help them navigate their worlds and establish a lifetime appreciation for health and fitness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All actions and services were implemented as planned with the addition of the City Hope student team. However, we did not see the improvements we anticipated. We did see a .7 increase in chronic absenteeism and 1.4 in suspension rates.

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 budgetary constraints, we do not plan to continue our partnership with San Diego Youth Services for the "Sunny Days" counseling program, which provided students and their families with counseling services from graduate level interns. However, the district will fund 1-day of Social Worker to assist students, families, and staff with student wellness. We will continue our partnership with City Hope (established in January 2019). We will also continue to implement Girls on the Run for our 3rd-6th grade girls to build self esteem and fitness.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

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

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Engagement of our parents is valued and critical to our school's success. Based on the 2018-2019 Parent/Family Survey only 67.6% of parents attended school sponsored meetings. This is an overall 4% increase. Although we had a couple of parent education events that were well attended, there is room for growth in this area.

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 63%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 67.6%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 70%.
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 100%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will maintain 100%.
Percentage of parents who indicated that they feel welcome and respected in their	The current indicator of parents reporting they "Always" or "Most of the Time" feel	The percentage of parents reporting that their child "Always" or "Most of the Time"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
child's classroom and at their school.	welcome and respected in their child's classroom and at their school is 99.3% as measured by the Parent/Family survey.	feel welcome and respected in their child's classroom and at their school will increase to 100%.
Parents indicating their child "Always" or "Most of the Time" feel safe at school as measured by the annual parent satisfaction survey.	The current indicator of parents reporting their child "Always" or "Most of the Time" feel safe at school is 99.3% as measured by the Parent/Family survey.	The percentage of parents reporting that their child "Always" or "Most of the Time" feels safe at school will increase to 100%.

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, Social Media, fliers 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, 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 saw an increase in all areas with the greatest increase in the communication between the teacher and the parent regarding academic needs. All actions and services were implemented as planned. While the school has broadened its approach to inform parents and involve them in the operation of the school via Twitter/Instagram, Blackboard Connect, Peachjar, e-mail messaging, as well as printed materials, attendance at parent events is lower than desired. The school will need to identify and implement effective strategies to increase parent participation and attendance at parent education events. We offered childcare for school age children during a few evening events. This helped with attendance, but not significantly.

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.

Recommendations submitted by parents for parent education topics will be utilized during the coming school year. We will continue to host events at a variety of days/times. We will also explore the possibility to offer online courses for parents.

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
- n/a Secondary Students

Name of Members	Role
Kelli Maringer	Principal
Kim Lampshire	Classroom Teacher
Tiffany Smith	Classroom Teacher
Wendi Prine	Classroom Teacher
Leah Henry	Other School Staff
Josie Morkos	Parent or Community Member
Kelley James	Parent or Community Member
Emily Carter	Parent or Community Member
Chrissy Denman	Parent or Community Member
Myron Pelton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2020.

Attested:



Principal, Kelli Maringer on 4/22/20



SSC Chairperson, Kelly James on 4/22/20

Instructions

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

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

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

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