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
Northmont Elementary School	37 68197 6038541	May 21, 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:
- 96% Agree that school meets academic needs of their child
- 98% Satisfied with teacher's communication about child's academic needs
- 98% Feel welcome and respected in classroom and school
- 96% Report child feels safe at school
- 91% Feel school is active in preventing bullying
- 96% Satisfied with communication from school
- 85% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction remained similar to the previous year. There was a 6% increase in satisfaction in the area of teacher communication. There was a 3% decrease of satisfaction in the area of opportunity to provide input into education decisions at school. The parent survey also showed a 1% increase in feeling the school is active in preventing bullying. With 91% of surveyed parents feeling satisfied in this area, there is a need to better educate our parent community about the ways we work on bullying prevention.

Respondents expressed interest in the following parent education topics:
- Social and emotional needs of children 38 respondents)
- Ways to get involved and support their child's education (33 respondents)
- Homework help strategies (25 respondents)
- Math development strategies and the math curriculum (23 respondents)
- Bullying prevention (22 respondents)
- Reading development strategies and the language arts curriculum (26 respondents).

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: Equity for all students through a continuation of our work using "Courageous Conversations, continuing work on Social Emotional needs through our collective work with the Sanford Harmony curriculum, and support for all students and teachers as we return from school closures.

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 research-based intervention strategies as well as continue refinement of our practice of becoming a high functioning Professional Learning Community which is aligned with improving the delivery of our state adopted standards. Our staff will also continue our learning around equity through our work with "Courageous Conversations" and our continued partnership with the San Diego State University Garden Plot.

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)
USPrep Courageous Conversations in conjunction partnership with SDSU Garden Plot
Sanford Harmony Social Emotional Learning Program

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, 8:30am
- SSC # 4 Meeting, March 11, 2020, 2:30pm; SSC #5 Meeting, May 21, 2020, 2:30pm
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: April 21, 2020, 1:00pm, April 28, 2020, 1:00pm
- PTA, Meeting, April 28, 2020, 5:00pm

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.42%	0.44%	0.4%	2	2	2
African American	7.38%	6.77%	6.67%	35	31	33
Asian	1.48%	1.97%	1.21%	7	9	6
Filipino	2.74%	2.84%	2.22%	13	13	11
Hispanic/Latino	38.19%	36.46%	39.6%	181	167	196
Pacific Islander	1.69%	1.31%	1.01%	8	6	5
White	35.65%	38.21%	37.78%	169	175	187
Multiple/No Response	%	%	11.11%			0
			Total Enrollment	474	458	495

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	82	93	104
Grade 1	79	56	75
Grade 2	65	75	52
Grade3	70	66	75
Grade 4	57	63	65
Grade 5	51	57	65
Grade 6	70	48	59
Total Enrollment	474	458	495

Conclusions based on this data:

1. Our total enrollment continues to decline each year.

2. Our grade level with the most students is Kindergarten.

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	53	49	52	11.2%	10.7%	10.5%
Fluent English Proficient (FEP)	17	15	25	3.6%	3.3%	5.1%
Reclassified Fluent English Proficient (RFEP)		8	7	0	15.1%	14.3%

Conclusions based on this data:

1. Our English Learner population has stayed fairly consistent over the past three years, staying within approximately 1 percentage point

2. The percentage of English Learners who have been reclassified to RFEP status has increased 6% from 2016-17 to 2018-19

3. There was a significant increase in students who were reclassified from 2017-18 to 2018-19, 0% to 15.1%

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	69	68	64	68	68	61	68	67	61	98.6	100	95.3
Grade 4	55	58	63	54	56	62	54	56	62	98.2	96.6	98.4
Grade 5	66	47	57	66	46	56	66	46	56	100	97.9	98.2
Grade 6	66	70	48	65	68	47	65	68	47	98.5	97.1	97.9
All Grades	256	243	232	253	238	226	253	237	226	98.8	97.9	97.4

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	2424.	2421.	2445.	22.06	23.88	27.87	30.88	28.36	32.79	22.06	22.39	19.67	25.00	25.37	19.67
Grade 4	2453.	2477.	2463.	20.37	26.79	30.65	29.63	28.57	20.97	16.67	21.43	20.97	33.33	23.21	27.42
Grade 5	2474.	2512.	2505.	15.15	26.09	21.43	27.27	32.61	25.00	25.76	15.22	32.14	31.82	26.09	21.43
Grade 6	2517.	2521.	2542.	16.92	11.76	21.28	29.23	39.71	34.04	27.69	29.41	25.53	26.15	19.12	19.15
All Grades	N/A	N/A	N/A	18.58	21.52	25.66	29.25	32.49	27.88	23.32	22.78	24.34	28.85	23.21	22.12

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	20.59	25.37	39.34	45.59	46.27	44.26	33.82	28.36	16.39
Grade 4	22.22	30.36	33.87	51.85	48.21	33.87	25.93	21.43	32.26
Grade 5	27.27	36.96	25.00	40.91	32.61	58.93	31.82	30.43	16.07
Grade 6	21.54	26.47	23.40	53.85	51.47	44.68	24.62	22.06	31.91
All Grades	22.92	29.11	30.97	47.83	45.57	45.13	29.25	25.32	23.89

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	23.53	17.91	19.67	52.94	46.27	59.02	23.53	35.82	21.31
Grade 4	25.93	23.21	17.74	42.59	55.36	58.06	31.48	21.43	24.19
Grade 5	13.64	30.43	19.64	54.55	41.30	51.79	31.82	28.26	28.57
Grade 6	20.00	11.76	31.91	50.77	55.88	46.81	29.23	32.35	21.28
All Grades	20.55	19.83	21.68	50.59	50.21	54.42	28.85	29.96	23.89

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	20.59	17.91	26.23	66.18	70.15	60.66	13.24	11.94	13.11
Grade 4	14.81	14.29	19.35	51.85	76.79	61.29	33.33	8.93	19.35
Grade 5	15.15	17.39	17.86	59.09	60.87	62.50	25.76	21.74	19.64
Grade 6	21.54	22.06	23.40	56.92	67.65	65.96	21.54	10.29	10.64
All Grades	18.18	18.14	21.68	58.89	69.20	62.39	22.92	12.66	15.93

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	20.59	23.88	29.51	52.94	50.75	40.98	26.47	25.37	29.51
Grade 4	25.93	32.14	19.35	42.59	50.00	56.45	31.48	17.86	24.19
Grade 5	27.27	28.26	23.21	39.39	45.65	53.57	33.33	26.09	23.21
Grade 6	30.77	35.29	25.53	47.69	54.41	57.45	21.54	10.29	17.02
All Grades	26.09	29.96	24.34	45.85	50.63	51.77	28.06	19.41	23.89

Conclusions based on this data:

1. Based on 2018 CAASPP Data there was slight decrease (-1%) in overall percentage of students Meeting or Exceeding Standards in ELA.

2. Based on 2018 CAASPP Data, 3rd grade students had an 8% increase of students Meeting or Exceeding Standards in ELA.

3. Based on 2018 CAASPP Data, 5th grade students had a 12% decrease of students Meeting or Exceeding Standards in ELA.

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	69	68	64	68	68	61	68	68	61	98.6	100	95.3
Grade 4	55	58	63	54	57	63	54	57	63	98.2	98.3	100
Grade 5	66	47	57	66	47	56	66	47	56	100	100	98.2
Grade 6	66	70	48	65	70	47	65	70	47	98.5	100	97.9
All Grades	256	243	232	253	242	227	253	242	227	98.8	99.6	97.8

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	2432.	2433.	2451.	16.18	17.65	22.95	36.76	33.82	40.98	27.94	25.00	26.23	19.12	23.53	9.84
Grade 4	2448.	2478.	2478.	11.11	15.79	17.46	24.07	38.60	36.51	33.33	28.07	23.81	31.48	17.54	22.22
Grade 5	2477.	2505.	2503.	21.21	27.66	17.86	12.12	19.15	19.64	28.79	19.15	32.14	37.88	34.04	30.36
Grade 6	2508.	2523.	2534.	20.00	27.14	19.15	23.08	20.00	31.91	26.15	30.00	25.53	30.77	22.86	23.40
All Grades	N/A	N/A	N/A	17.39	21.90	19.38	24.11	28.10	32.60	28.85	26.03	26.87	29.64	23.97	21.15

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	35.29	32.35	31.15	41.18	38.24	49.18	23.53	29.41	19.67
Grade 4	22.22	35.09	30.16	29.63	40.35	38.10	48.15	24.56	31.75
Grade 5	27.27	34.04	25.00	24.24	21.28	37.50	48.48	44.68	37.50
Grade 6	29.23	34.29	34.04	32.31	40.00	42.55	38.46	25.71	23.40
All Grades	28.85	33.88	29.96	32.02	35.95	41.85	39.13	30.17	28.19

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	22.06	30.88	32.79	60.29	42.65	50.82	17.65	26.47	16.39
Grade 4	14.81	22.81	31.75	53.70	54.39	39.68	31.48	22.81	28.57
Grade 5	19.70	25.53	23.21	42.42	38.30	42.86	37.88	36.17	33.93
Grade 6	18.46	24.29	23.40	43.08	45.71	46.81	38.46	30.00	29.79
All Grades	18.97	26.03	28.19	49.80	45.45	44.93	31.23	28.51	26.87

	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	26.47	29.41	34.43	55.88	48.53	55.74	17.65	22.06	9.84
Grade 4	22.22	17.54	30.16	40.74	56.14	41.27	37.04	26.32	28.57
Grade 5	18.18	23.40	21.43	39.39	46.81	42.86	42.42	29.79	35.71
Grade 6	10.77	21.43	21.28	56.92	50.00	53.19	32.31	28.57	25.53
All Grades	19.37	23.14	27.31	48.62	50.41	48.02	32.02	26.45	24.67

Conclusions based on this data:

1. Based on 2018 CAASPP Data there was slight increase (2%) in overall percentage of students Meeting or Exceeding Standards in Math.

2. Based on 2018 CAASPP Data, 3rd grade students had a 12% increase of students Meeting or Exceeding Standards in Math.

3. Based on 2018 CAASPP Data, 5th grade students had a 11% decrease of students Meeting or Exceeding Standards in Math.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
458	**47.6**	**10.7**	**0.9**
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	49	10.7
Foster Youth	4	0.9
Homeless	6	1.3
Socioeconomically Disadvantaged	218	47.6
Students with Disabilities	70	15.3

Conclusions based on this data:

1. Our percentage of Socioeconomically Disadvantaged students decreased by 2.4%, from 50% in 2017-18 to 47.6% in 2018-19.

2. We have had a significant increase in the percentage of Students with Disabilities, from 59 students, 12.4% in 2017-18 to 70 students, 15.3% in 2018-19.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Green		

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
6 points above standard	48.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.8 points	Declined -9.2 points	2
219	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	20.6 points below standard	61.8 points below standard
3	Maintained ++0.6 points	Increased Significantly ++42.9 points
	121	43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity				
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
19.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -27.2 points	1	1	6
15			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Green
7.6 points below standard	13.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	33.1 points above standard
Increased ++8.8 points	Increased Significantly ++22.2 points	2	Increased ++7.8 points
82	32		80

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**
78.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	11.9 points above standard
Declined Significantly -38.3 points	8	Increased ++8.6 points
23		183

Conclusions based on this data:

1. Although still 62.5 points below standard, our Students with Disabilities made a significant increase of 42.2 points.

2. Hispanic students and students of Two or More Races both had increases of 7.8 points and 22.2 points respectively.

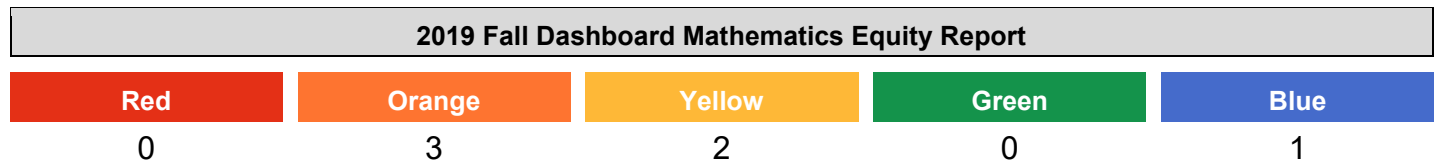**3.** English Learner students declined 9.7 points.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	0	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 Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
6.1 points below standard	68.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.1 points	Declined -5.8 points	2
219	31	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	31.7 points below standard	64.8 points below standard
3	Declined -3.2 points	Increased Significantly ++60.1 points
	121	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
36 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.3 points	1	1	6
15			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Blue
26.6 points below standard	24.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	29.4 points above standard
Maintained ++1.1 points	Declined -5.3 points	2	Increased Significantly ++17.1 points
82	32		80

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**
93.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	1.3 points above standard
Declined Significantly -32.3 points	8	Maintained ++2.8 points
23		183

Conclusions based on this data:

1. Although still 64.8 points below standard, Students with Disabilities increased significantly, 61.1 points in Math.

2. White students made a 17.1 point increase in Math.

3. We had a decline in Math for English Learners, Socioeconomically Disadvantaged, and Two or More Races, 5.8 points, 3.2 points, and 5.3 points respectively.
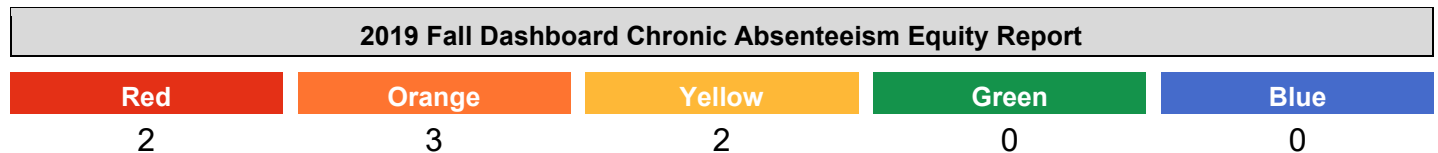
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	2	0	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		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
14.5	13	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.9	Maintained +0.1	6
530	54	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Yellow
Less than 11 Students - Data Not Displayed for Privacy	19.1	15
9	Increased Significantly +5	Declined -5.8
	277	100

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
13.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.7
Declined -5			Increased +28.6
36	2	10	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Orange
16.4	14.8	Less than 11 Students - Data Not Displayed for Privacy	12.6
Increased Significantly +5.9	Increased +6.7		Increased +1.9
195	61	6	206

Conclusions based on this data:

1. Our chronic absenteeism has increased in all subgroups except Students with Disabilities.

2. All students increased in Chronic Absenteeism by 3.9 points.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	0	1
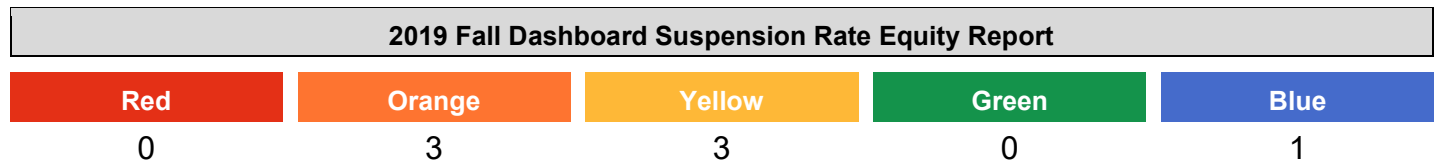
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
1.9	1.8	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Increased +0.3	
536	55	6
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	2.9	4
	Maintained -0.1	Declined -1.7
9	279	101

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
5.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +2.9	2	10	Maintained 0
36			14

Hispanic	Two or More Races	Pacific Islander	White
Orange	Yellow	No Performance Color	Blue
2.5	1.6	Less than 11 Students - Data Not Displayed for Privacy	0.5
Increased +1.1	Maintained +0.2	6	Declined Significantly -2.2
198	63		207

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	1.9

Conclusions based on this data:

1. Suspension data shows that All Students maintained.

2. There was a decline in suspensions for Students with Disabilities, -1.7 points

3. There was a an increase in suspensions for African American students, 2.9 points

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. Based on our 2018-19 SBAC data, our overall percentage of students meeting or exceeding standards remained stagnant, with a -1% decrease, rather than the 5% increase that we had anticipated in ELA. Our SBAC data further indicates that our overall percentage of students meeting or exceeding standards in Math increased by 2% rather than the 3% anticipated growth. Our English Learner students and Socioeconomically disadvantaged students ranked in the orange range on the CA 2019 Fall Dashboard for both ELA and Math, and our Hispanic students ranked in the orange range in the area of Math on the CA 2019 Fall Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%.	(17-18) 54% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 54% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	57% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics • Students meeting standard on SBAC will increase 3%. • Student groups scoring below the school average will	(17-18) 50% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 52% of students in grades3-6 met/exceeded standard as measured by SBAC in Mathematics.	55% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
show an increase greater than 3%.		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.
- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.
- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.

- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (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 Principal, support staff, and grade level PLCs to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- Site will fund 2 On-site Substitute teachers for 3 days a week for approximately 20 weeks. These teachers will work with each grade level allowing teachers to provide small group interventions during WIN Time.
- Teachers will collaborate with Principal and support staff, and develop intervention strategies for WIN time.
- 4th-6th grade teachers will collaborate with District Math Coach to analyze data, identify specific student needs, and plan and deliver instructional strategies to meet the needs of students.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All actions and services were implemented as planned, including Intervention Teacher working with small groups and teachers implementing small reading groups, PLCs collaborating on WIN Time groups, and a common focus on the 5 Dimensions of Teaching and Learning. Professional Learning Communities are collaborating together more effectively than ever before. The work of our PLCs is focused and targeted on grade level standards. Work will continue on strategies that will better meet the needs of our underperforming student groups.

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 will no longer be able to fund our 80% Intervention Teacher. Site will fund 2 On-site Substitute teachers for 3 days a week for approximately 20 weeks. These teachers will work with each grade level allowing teachers to provide small group interventions during WIN Time.

4th-6th grade teachers will collaborate with District Math Coach to analyze data, identify specific student needs, and plan and deliver instructional strategies to meet the needs of 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

Closing the Achievement Gap

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Our English Learner students and Socioeconomically disadvantaged students ranked in the orange range on the CA 2019 Fall Dashboard for both ELA and Math, and our Hispanic students ranked in the orange range in the area of Math on the CA 2019 Fall Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress • We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.	38.2% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	41.2% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged	(17-18) 42% of Socioeconomically Disadvantaged students in	47% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC.	grades 3-6 met/exceeded standard as measured by SBAC in ELA. 41% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 44% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 40% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	standard as measured by SBAC in ELA (increase of 3%). 44% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.
Students with Disabilities • We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC.	(17-18) 11% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 24% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 22% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 33% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	25% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA (increase of 3%). 36% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics (increase of 3%).

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 (Elementary Schools only).
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.br/>Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).
- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by Principal, support staff, and grade level PLCs 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).
- Full time Intervention Teacher will work with PLCs to deliver interventions to students who are not meeting standards.
- Teachers will be given release time once per trimester to analyze data, plan quality instruction, collaborate with Principal and support staff, and develop intervention strategies for WIN time.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The actions and services were implemented as planned. Strategies planned for our students with disabilities were very effective, with a 42 point increase in English Language Arts and a 60 point increase in Mathematics. SAI teachers worked collaboratively with General Education teachers, and all provided additional small group instruction and targeted intervention time for students with specific needs. The strategies planned for English Learners and Socioeconomically Disadvantaged students were not as effective, with both student groups maintaining or showing a decline in both English Language Arts and Mathematics. Staff will need to refine our WIN offerings and small group supports to better meet the needs of these student groups.

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 will no longer be able to fund our 80% Intervention Teacher. Site will fund 2 On-site Substitute teachers for 3 days a week for approximately 20 weeks. These teachers will work with each grade level allowing teachers to provide small group interventions during WIN Time.

We will continue to implement and monitor intervention strategies such as Imagine Learning, Lexia, WIN Time small group instruction, as well as ELD instruction and small reading groups. SAI staff will continue to monitor and support students with disabilities. Principal will continue monitoring ELD groups and intervention groups.

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. 96% of families report that their children feel safe at school based on the Parent/Family Survey completed in 2019-2020. This a 1% decrease from the previous year. There was an increase in Chronic Absenteeism with our Hispanics students, White students, and our students of Two or More Races. We also experienced an increase in Suspension Rates for African American students and Hispanic students.

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 95.22% for the previous school year. (18-19) The school attendance rate was 94.74%.	The school attendance rate will increase by 0.05% to a rate of 95.27% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 10.63% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 14.5%.	The percentage of students with chronic absenteeism will decrease by .5% to a rate of 10.13% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	(17-18) .98% of students were suspended during the previous school year. (18-19) 1.7% of students were suspended.	Student suspensions will decrease by .05% for an overall rate of .93% 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 programs, and other Character Education programs.
- Implement an anti-bullying week in the coming school year.
- Participate in Red Ribbon Week activities.
- Provide assemblies focused on character development.
- Hold awards assemblies every 6 weeks, honoring students who demonstrate positive behavior based on specific character traits emphasized monthly.
- Hold daily Peace Circle activities with a common message and praise for students and adults displaying positive social/emotional and/or academic behavior and achievements.
- Participate in Professional Development in the areas of PBIS (Positive Behavior Interventions and Supports, and Equity through "Courageous Conversations."

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Consistent Attendance
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.
- The District will fund one day a week of Social Worker time to work closely with students individually, in small social skills groups, and to assist with attendance rates, parent education, and staff development. The Site will fund an additional day of Social Worker time for a total of 2 days total.

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.
- Participate in Professional Development in the areas of PBIS (Positive Behavior Interventions and Supports, and Equity through "Courageous Conversations."

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. Parent and Family Survey results indicated that 96% of students feel safe at school, which was a 1% decrease from 2018-19, leading to the conclusion that actions and services were appropriate, however continued efforts are warranted. However our Chronic Absenteeism for all students increased significantly and is ranked in the red area on the CA 2019 Fall Dashboard. This indicates that we need to increase our efforts in the area of attendance.

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

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

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

The District will fund one day a week of Social Worker time to work closely with students individually, in small social skills groups, and to assist with attendance rates, parent education, and staff development. The Site will fund an additional day of Social Worker time for a total of 2 days total.

Training and improved data in Aeries will allow for more opportunities to recognize and track attendance including improvement and chronic absenteeism. Attendance incentives including monthly recognition for students with excellent and improved, attendance, as well as decrease of tardies will be implemented. All staff will participate in professional development activities in the areas of PBIS and Equity through "Courageous Conversations."

All classroom teachers and support staff will implement Sanford Harmony, a character education program, weekly. PLCs will work collaboratively to plan the lessons and provide continuity school wide.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

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

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Engagement of our parents is valued and critical to our school's success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who regularly attend school-sponsored meetings/events is 74%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 69%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 77%.
Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who agree that the school meets the academic needs of their child is 95% (19-20) percentage of parents who agree that the school meets the academic needs of their child is 96%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 97%.
Percentage of parents who feel welcome and respected in their child's classroom at at school,	(18-19) percentage of parents who feel welcome and respected in their child's classroom at at school is 97%.	The percentage of parents who feel welcome and respected in their child's classroom at at school will increase to 99%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
as measured by the annual Parent/Family Survey.	(19-20) percentage of parents who feel welcome and respected in their child's classroom at at school is 98%.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.
- Utilize parent information systems such as Blackboard Connect, 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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American Students, Latino Students, and English Learners

Strategy/Activity

Northmont teachers will engage in learning around equity to develop mindsets and practices that interrupt the inequitable practices and remove the predictable patterns of student achievement among underperforming student groups in partnership with SDSU Garden Plot Courageous Conversations.
- Establish a Leadership Team that will meet regularly and provide support and direction to staff based on learning and tools acquired through participation in Courageous Conversations
- Leadership Team will lead work with staff to identify and implement instructional priorities based on greatest area of need
- Staff will participate in site-based professional development around implicit bias and gain insight around the impact of bias on teacher expectations and student achievement.
- Grade level teams will work together to identify and address how and where bias impacts their practice and student performance.
- Staff will participate in professional development to explore culturally responsive pedagogy and the importance of culturally responsive curriculum and instructional materials.

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.

Our school continues to have an effective partnership with our PTA, which continues to be very active and supportive of staff and students. Parent Education opportunities were offered in the areas of Social Emotional health, Cyber Security, and helping students with mathematics. Each presentation was offered in the morning and in the afternoon to accommodate parent schedules. While we continue to have a high level of participation in PTA social/ family gatherings, we continue to have very low turn out at Parent Education offerings, even when the topic is specific to what families have requested. We need to continue to investigate ways to engage parents and families in these types of opportunities. Our staff has been actively involved in professional development in the area of Equity and closing the achievement gap. We have little data currently on the effectiveness of these efforts, however anecdotally we are feel confident we are making strides in our effects to reach all of our students' needs.

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 provide professional development for all staff in the area of Equity and Closing the Achievement Gap. We will continue to investigate ways to more effectively reach our parent community and achieve a high level of involvement in Parent Education offerings. We will work with our PTA for ideas and support in reaching a wider audience, in addition, we will specifically survey our parents of underperforming groups to better understand the needs of their families and students.

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
Laura Hollis	Principal
Kristin Ashworth	Classroom Teacher
Andrea Smith	Classroom Teacher
Katy Orr	Classroom Teacher
Brenda Keagy	Other School Staff
Jill Richison	Parent or Community Member
Ann Chavez	Parent or Community Member
Etenesh Gould	Parent or Community Member
Cece Butcher	Parent or Community Member
Latrisha Hernandez	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
[signature]	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 May 21, 2020.

Attested:

[signature]	Principal, Laura Hollis on 5/21/20
[signature]	SSC Chairperson, Cece Butcher on 5/21/20

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.