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
Rolando Elementary School	37-68197-6038574	May 20, 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:
- 87% Agree that school meets academic needs of their child
- 90% Satisfied with teacher's communication about child's academic needs
- 92% Feel welcome and respected in classroom and school
- 92% Report child feels safe at school
- 85% Feel school is active in preventing bullying
- 91% Satisfied with communication from school
- 78% Satisfied with level of engagement and participation related to decisions regarding their child's education

A parent satisfaction survey was provided to all families. 30% of families responded. Overall parent satisfaction continues to be strong in the areas of families feeling welcome and respected in the classroom and the school, communication about their child's academic needs, and communication from school as well as reporting their child feels safe at school. While these areas show a high rate of satisfaction, the results are lower than the previous year and some parent comments stated a need for increased parent communication in regards to PTA events and bullying.

Respondents expressed interest in the following parent education topics:
- Social and emotional needs of children (43 respondents)
- Ways to get involved and support their child's education (39 respondents)
- Homework help strategies (22 respondents)
- Math development strategies and the math curriculum (22 respondents)
- Bullying prevention (30 respondents)
- Reading development strategies and the language arts curriculum (26 respondents).

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% satisfaction in providing a safe and happy environment for children, ESS staff communicates and interacts positively with children, and Site Lead keeps me informed about my child's successes and difficulties.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: communication from school and teachers regarding academic needs, sharing how the school is active in preventing bullying, and providing parent education in social and emotional needs of children as well as ways to get involved and support children's education.

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 continue to focus on No Excuses University 6 Exceptional Systems along with best teaching practices, all aligned with improving delivery of our state adopted standards.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Lexia Core 5 Reading

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 8:30 a.m.
- SSC # 4 Meeting, March 11, 2020 at 3:00 p.m., SSC #5 Meeting, June 1, 2020 at 1:00p.m.
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: March 12, 2020.
- Other meetings where the 2020-21 SPSA goals, metrics (PTA, etc.) were discussed, March 12, 2020.

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	8.36%	10.59%	9.56%	45	59	50
Asian	6.51%	6.1%	5.93%	35	34	31
Filipino	1.30%	0.9%	1.53%	7	5	8
Hispanic/Latino	45.54%	44.7%	42.83%	245	249	224
Pacific Islander	0.19%	0.18%	0.19%	1	1	1
White	25.84%	26.21%	30.78%	139	146	161
Multiple/No Response	%	%	9.18%			0
			Total Enrollment	538	557	523

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	75	108	106
Grade 1	83	79	83
Grade 2	84	83	80
Grade3	100	82	83
Grade 4	72	71	59
Grade 5	65	64	58
Grade 6	59	70	54
Total Enrollment	538	557	523

Conclusions based on this data:

1. Our largest student group is Hispanic/Latino at 44.7% of our population.

2. Rolando's second largest student enrollment comprise 26.21% of students identified as white, which is an increase of 2.31% over the past three years.

3. Our African American population is showing a slight increase over 3 years of 1.29% with our current population at 10.59%.

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	73	71	71	13.6%	12.7%	13.6%
Fluent English Proficient (FEP)	34	37	22	6.3%	6.6%	4.2%
Reclassified Fluent English Proficient (RFEP)	1	11	1	1.4%	15.1%	1.4%

Conclusions based on this data:

1. Our population of English Learners is increasing slightly.

2. Fluent English Proficient students slightly decreased.

3. EL students reclassified at fluent English proficient decreased significantly with 1 students reclassified 2019/20, which could be due to COVID school shut down.

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	85	107	79	84	105	78	84	105	78	98.8	98.1	98.7
Grade 4	77	67	70	75	64	69	75	64	69	97.4	95.5	98.6
Grade 5	59	71	60	57	70	58	57	70	58	96.6	98.6	96.7
Grade 6	69	55	65	69	55	65	69	55	65	100	100	100
All Grades	290	300	274	285	294	270	285	294	270	98.3	98	98.5

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	2395.	2420.	2424.	17.86	26.67	30.77	19.05	16.19	17.95	19.05	24.76	21.79	44.05	32.38	29.49
Grade 4	2458.	2453.	2450.	18.67	28.13	23.19	30.67	15.63	17.39	20.00	17.19	14.49	30.67	39.06	44.93
Grade 5	2462.	2500.	2453.	10.53	22.86	15.52	19.30	31.43	13.79	22.81	12.86	20.69	47.37	32.86	50.00
Grade 6	2517.	2497.	2493.	14.49	5.45	12.31	30.43	32.73	21.54	30.43	32.73	30.77	24.64	29.09	35.38
All Grades	N/A	N/A	N/A	15.79	22.11	21.11	24.91	22.79	17.78	22.81	21.77	21.85	36.49	33.33	39.26

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	23.17	24.04	26.92	30.49	44.23	43.59	46.34	31.73	29.49
Grade 4	30.67	29.69	30.43	42.67	34.38	34.78	26.67	35.94	34.78
Grade 5	12.28	34.29	24.14	43.86	32.86	29.31	43.86	32.86	46.55
Grade 6	24.64	14.55	18.46	52.17	43.64	36.92	23.19	41.82	44.62
All Grades	23.32	25.94	25.19	41.70	39.25	36.67	34.98	34.81	38.15

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	17.86	28.85	23.08	38.10	35.58	48.72	44.05	35.58	28.21
Grade 4	18.67	20.31	15.94	48.00	40.63	47.83	33.33	39.06	36.23
Grade 5	22.81	25.71	15.52	40.35	41.43	39.66	36.84	32.86	44.83
Grade 6	15.94	7.27	9.23	49.28	54.55	60.00	34.78	38.18	30.77
All Grades	18.60	22.18	16.30	43.86	41.64	49.26	37.54	36.18	34.44

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	21.69	16.35	26.92	57.83	66.35	52.56	20.48	17.31	20.51
Grade 4	14.67	15.63	18.84	64.00	62.50	53.62	21.33	21.88	27.54
Grade 5	8.77	20.00	8.62	64.91	55.71	55.17	26.32	24.29	36.21
Grade 6	20.29	7.27	16.92	60.87	69.09	56.92	18.84	23.64	26.15
All Grades	16.90	15.36	18.52	61.62	63.48	54.44	21.48	21.16	27.04

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	17.07	30.77	20.51	42.68	42.31	47.44	40.24	26.92	32.05
Grade 4	18.67	31.25	21.74	58.67	37.50	42.03	22.67	31.25	36.23
Grade 5	12.28	28.57	18.97	47.37	41.43	20.69	40.35	30.00	60.34
Grade 6	26.47	21.82	21.54	51.47	60.00	40.00	22.06	18.18	38.46
All Grades	18.79	28.67	20.74	50.00	44.37	38.52	31.21	26.96	40.74

Conclusions based on this data:

1. Grades 3, 4, and 6 performed highest in the claim of Listening, demonstrating effective communication skills.

2. 5th grade performed highest in the claim of Writing, producing clear and purposeful writing.

3. The number of students below standard in reading decreased in grades 3 and 4.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# 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	85	107	79	84	104	78	84	104	78	98.8	97.2	98.7
Grade 4	77	67	70	74	64	69	74	64	69	96.1	95.5	98.6
Grade 5	59	71	60	56	70	59	56	70	59	94.9	98.6	98.3
Grade 6	69	55	65	69	54	65	69	54	65	100	98.2	100
All Grades	290	300	274	283	292	271	283	292	271	97.6	97.3	98.9

Grade Level	Overall Achievement for All Students														
	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	2407.	2413.	2429.	15.48	14.42	17.95	23.81	28.85	32.05	23.81	22.12	19.23	36.90	34.62	30.77
Grade 4	2459.	2460.	2443.	16.22	21.88	10.14	20.27	15.63	20.29	40.54	32.81	36.23	22.97	29.69	33.33
Grade 5	2472.	2486.	2476.	7.14	20.00	23.73	19.64	14.29	8.47	33.93	27.14	25.42	39.29	38.57	42.37
Grade 6	2509.	2498.	2489.	15.94	11.11	13.85	24.64	11.11	10.77	27.54	40.74	36.92	31.88	37.04	38.46
All Grades	N/A	N/A	N/A	14.13	16.78	16.24	22.26	19.18	18.82	31.10	29.11	29.15	32.51	34.93	35.79

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% 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	25.00	19.23	32.05	33.33	39.42	33.33	41.67	41.35	34.62
Grade 4	21.62	25.00	18.84	40.54	31.25	34.78	37.84	43.75	46.38
Grade 5	10.71	28.99	25.42	32.14	18.84	27.12	57.14	52.17	47.46
Grade 6	23.53	14.81	16.92	36.76	37.04	33.85	39.71	48.15	49.23
All Grades	20.92	21.99	23.62	35.82	32.30	32.47	43.26	45.70	43.91

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% 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	21.43	17.31	35.90	39.29	41.35	37.18	39.29	41.35	26.92
Grade 4	18.92	25.00	11.59	47.30	40.63	39.13	33.78	34.38	49.28
Grade 5	14.29	18.57	20.34	50.00	41.43	30.51	35.71	40.00	49.15
Grade 6	17.39	12.96	10.77	47.83	44.44	44.62	34.78	42.59	44.62
All Grades	18.37	18.49	20.30	45.58	41.78	38.01	36.04	39.73	41.70

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.24	22.12	24.36	40.48	51.92	43.59	39.29	25.96	32.05
Grade 4	14.86	26.56	17.39	48.65	37.50	33.33	36.49	35.94	49.28
Grade 5	5.36	14.49	16.95	48.21	43.48	35.59	46.43	42.03	47.46
Grade 6	17.39	5.56	10.77	55.07	48.15	41.54	27.54	46.30	47.69
All Grades	15.19	18.21	17.71	47.70	46.05	38.75	37.10	35.74	43.54

Conclusions based on this data:

1. Grades 4 - 6 performed consistently across all math claims.

2. 3rd grade excelled in claim 2, Problem Solving and Modeling/Data Analysis, using appropriate tools and strategies to solve real world and mathematical problems.

3. Grades 3, 4, and 6 increased the percentage of students performing above standard in the claim of Communicating Reasoning, demonstrating ability to support mathematical conclusions.

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**
557	**53.0**	**12.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	71	12.7
Homeless	26	4.7
Socioeconomically Disadvantaged	295	53.0
Students with Disabilities	45	8.1

Conclusions based on this data:

1. Socioeconomically disadvantaged students comprise 53% of our population, our largest student group.

2. English Learners comprise approximately 13% of our population, our second largest student group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

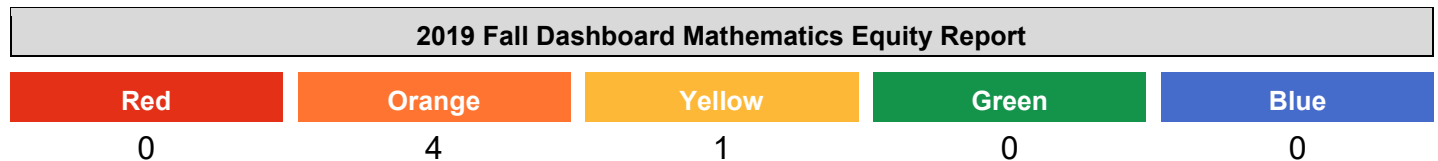| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	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**
Orange	Orange	No Performance Color
24.3 points below standard	45.1 points below standard	0 Students
Declined -14.5 points	Declined Significantly -28.2 points	
264	55	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
69 points below standard	56.6 points below standard	120.8 points below standard
Declined -12.2 points	Declined Significantly -20.4 points	Declined Significantly -15.2 points
15	157	32

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
80.4 points below standard	0 Students	72.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -50.7 points		Declined -10.2 points	5
28		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Yellow
41.9 points below standard	0.2 points above standard	0 Students	5.3 points above standard
Declined -10.1 points	Increased ++8.9 points		Declined -5.1 points
133	35		46

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**
87.9 points below standard	29.6 points above standard	21.2 points below standard
Declined -7.7 points	Declined Significantly -33.2 points	Declined -9.8 points
35	20	200

Conclusions based on this data:

1. Performance in English Language Arts declined for our overall population, English Learners, and Socioeconomically disadvantaged students for the 2018 school year.

2. Students identified with two or more races increased by 6.5 points in English Language Arts.

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	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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**
Orange	Orange	
36.6 points below standard	57.6 points below standard	
Declined -8.4 points	Declined Significantly -20.5 points	
264	55	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
65.7 points below standard	62.3 points below standard	127.8 points below standard
Declined Significantly -20.4 points	Declined -9.8 points	Declined -10.5 points
15	157	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
83.5 points below standard		59.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -24.7 points		Declined -6.7 points	5
28		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange		Yellow
51.2 points below standard	28 points below standard		10 points below standard
Declined -4.5 points	Maintained ++1.9 points		Maintained -1.1 points
133	35		46

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**
91.5 points below standard	1.8 points above standard	33.4 points below standard
Declined -7.7 points	Declined Significantly -20 points	Declined -4.4 points
35	20	200

Conclusions based on this data:

1. Our white student group scored in the yellow for math, maintaining proficiency.

2. Students identified with two or more ethnicities and white student increased in their mathematical achievement by 1.9 points in 2018.
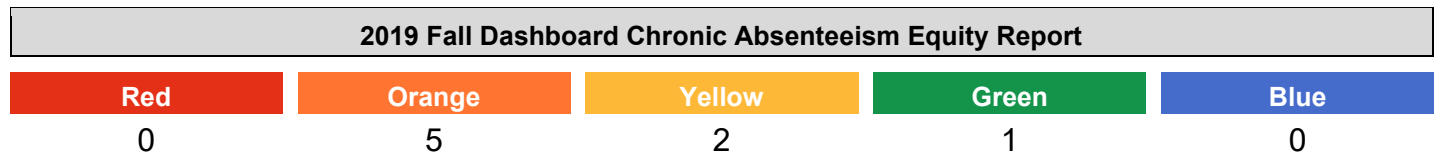
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	2	1	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
Orange	Orange	No Performance Color
11.1	18.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Increased +8.7	0
583	77	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
17.2	15.9	19.4
Declined -11.3	Increased +1.7	Declined -4.2
29	340	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
15.6	Less than 11 Students - Data Not Displayed for Privacy	5.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +6.5		Increased +3.2	
64	0	34	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Orange
13.6	8.8	Less than 11 Students - Data Not Displayed for Privacy	7.8
Declined -2.4	Declined -3.5		Increased +2.4
258	68	1	153

Conclusions based on this data:

1. Chronic absenteeism with Hispanic students and students with disabilities decreased by 2.4 points.

2. African American chronic absenteeism increased in 2018, while students with disabilities and English Learners decreased.

3. Overall, student chronic absenteeism maintained in the 2018 school year.

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					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	1	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	
3.3	1.3	
Increased +1.1	Declined -1	
598	79	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Yellow
6.5	4.9	4.8
Increased +1.5	Increased Significantly +2.1	Declined -2.3
31	350	62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red		Blue	No Performance Color
9.1		0	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.6		Maintained 0	5
66		34	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Green
3.4	4.3	Less than 11 Students - Data Not Displayed for Privacy	1.3
Increased +1.5	Increased +1.7	1	Declined -0.6
267	69		156

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.3	3.3

Conclusions based on this data:

1. Suspension rates of homeless and socioeconomically disadvantaged students increased and are in the red range.

2. Suspensions of African American, Hispanic, and students of two or more races students increased, while those of Asian, white, English Learners, and those with Disabilities decreased or maintained in 2018.

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 the fact that our achievement data reveals we have yet to meet the goal of each and every student performing at or above expectation. Our Hispanic and Two or More Race student groups are underperforming and will need targeted support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%.	(17-18) 46% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 39% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	49% 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%.	(17-18) 37% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 35% of students in grades3-6 met/exceeded standard as measured by SBAC in Mathematics.	40% 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, grade-level data 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.
- Staff will continue to learn, grow, and apply the 6 Essential Systems of No Excuses University including Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, 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 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.
- Grade-level teams will engage in professional development and implementation of Number Talks and Mathematical Practices.
- Grade-level teams will engage in professional development and implementation of guided reading groups.

- Grade-level teams will engage in professional development and implementation of reciprocal reading.
- All K-3 students will participate in daily small group reading instruction with the support of Site Sub, Student Helper, Library Media Tech, and para professionals.
- 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 with the support of Site Sub, Student Helper, Library Media Tech, and para professionals. Progress will be monitored using Literably.
- Our Hispanic and Students with Two or More Races student groups will receive additional targeted support during daily reading groups and math intervention.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- SBAC and District benchmark data will be analyzed in August of the new school year to determine placement in intervention program(s) (Lexia, FLEX) with initial placement made in Fall of the new school yaer and reviewed after each program benchmark assessment.
- 3rd - 6th grade teachers will participate in math coaching cycles through Low Performing Student Block Grant.
- Hire a site substitute teacher to support classroom teachers with targeted reading intervention.
- 4-6 students will have access to IXL as a Response to Intervention for math.

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.

- Collaborative Teams have focussed on the Teaching/Learning Cycle for Promise/Essential Standards this year. Grade Level Teams meet during PLC, Site Learning Days, Release Days, and Staff Meetings to deconstruct standards, identify and write student friendly "I Can Statements", determine prerequisite skills, vocabulary knowledge, common formative assessments, and next steps for each standard/student, including extension activities.
- 4th - 6th grade teachers actively participated in math coaching cycles through Low Performing Student Block Grant, which provided academic support for at-risk students specifically through math talks, curriculum, and instructional support.
- 70% of 3rd/4th grade students working with site sub on targeted reading intervention improved by more than 2 reading levels in the first 2 trimesters. 10 of these students are now reading at or above grade level.

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 plan to maintain the current level of support in all grades.

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 #2 – 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. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal of each and every student group performing at or above expectation.

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.	60.3% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	63.3% 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 • We will increase the percentage of Socioeconomically Disadvantaged	(17-18) 34% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	37% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students who meet standard as measured by SBAC.	(17-18) 23% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 32% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 27% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	30% 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) 4% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 11% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 7% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 7% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	10% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 14% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.

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

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

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).
- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.
- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

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

Amount(s)   Source(s)

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).
- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI teachers will engage in professional development and implementation of Number Talks and Mathematical Practices.
- Intervention team will collaborate with district program managers on a weekly basis up to October Break.
- Intervention team will meet weekly to analyze student data, IEP goals, progress, and effective teaching strategies.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SAI and Gen Ed teachers will collaborate and begin to co-teach Essential Standards lessons.
- SBAC and District benchmark data will be analyzed by in the early part of the new school year 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, FLEX, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- Students performing below grade level in math skills will receive targeted math instruction in small groups 2 - 3 times per week to address their assessed 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.

All strategies for Goal 2 were implemented fully. Additionally, SAI staff attends grade-level collaboration meetings when possible.

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 plan to maintain the current level of support and add additional weekly Intervention Team meeting to collaborate regarding student progress. Our SAI staff will meet on a weekly basis, in addition to PLC meetings, to collaborate regarding student needs.

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 # 3 – 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

As a school committed to a culture of universal achievement and social success for all, we remain focused on continuous improvement. This goal is a result of the fact that our current data reveals we have yet to meet the goal of each and every student being equipped with the skills and disposition necessary for success in high school, life, and workplace through establishing a climate of respect, connectedness, and safety for our students. Our African American and White student groups show significant need in the area of Chronic Absenteeism. The following subgroups show an increase in suspension; African American, Hispanic, and Two or More Races.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	Baseline data for student's social-emotional competencies will be obtained through CORE Social-Emotional Survey in Fall 2020.	Baseline data for student's social-emotional competencies will be obtained through CORE Social-Emotional Survey in Fall 2020.
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.33% for the previous school year. (18-19) The school attendance rate was 95.26%.	The school attendance rate will increase by 0.05% to a rate of 95.38% 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 11.93% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 11.1%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 10.1% 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) 2.18% of students were suspended during the previous school year. (18-19) 4.3% of students were suspended.	Student suspensions will decrease for an overall rate of 1.68% 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 and Social Emotional Education:
- Continue implementing Safe-School Ambassadors, anti-bullying programs such as Tunnel of Peace, Watch DOGS, and Character Education.
- Regular recognition of students exhibiting positive character and positive and/or improved behavior: Character Circle, Awards Assemblies, Character Praise notes, Academic Success Award phone calls home.
- Investigate and implement alternatives to students being sent out of class for negative behavior, targeting African American, Hispanic, and Two or More Races subgroups.
- Staff will be involved in Professional development and consistent implementation of Sanford Harmony, a research based program which identifies practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying.
- Hire a social worker to support students, families, and staff with student behaviors, specifically targeting positive intervention for our African American, Hispanic, and Two or More Races subgroups.
- Small counseling groups to address needs with students during the school day.
- Partner with San Diego Youth Services to support student, families, and staff with student behaviors, including 6 week small group counseling sessions such as Keep Calm, Girl Talk, and Leadership Skills.

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).
- Provide time with therapy dog for students with chronic attendance issues in an effort to
  help these students build relationships and connections with the school campus.
- Students will be recognized and celebrated for reaching or exceeding our school wide
  attendance goal each trimester.
- Daily school-wide monitoring of attendance. Hire 2 days of Social Worker assists with and
  put system in place to contact and work with parents of chronically absent students,
  providing incentives for improvement, as well as additional targeted support for our African
  American and White subgroups.
- Connect with local community agencies (City Hope) to provide social/emotional support for
  chronically absent students.
- Provide parent workshops on the topic of attendance.
- 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.
- Continue current system of communicating and working 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.
- Safety Patrol ensures students have a safe route to school.
- Walk/Jog and basketball for families before school provides an opportunity for students
  and parents to exercise and build relationships before school. Participating students are
  early to school, and therefore not marked tardy.

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.
- Hire a social worker to support students and families with social-emotional learning.
- Staff members "adopt", check in with daily, targeted students in an effort to build positive relationships and support as needed.

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
- School will establish a behavior focused Guiding Coalition which will research and focus on Tier 1 positive behavior supports for all students.
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Staff will continue a book study of How to Train a Llama, a book which focuses on building relationships, teaching and implementing routines & systems, and positive behavior intervention strategies.
- School staff will partner with District Support Providers to gain skills and strategies focused on 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.

- Staff will be involved in Professional development and consistent implementation of Sanford Harmony, a research based program which identifies practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying.
- Partner with Tunnel of Peace, student lead theatre group to engage with students in upstander behaviors and reduce bullying.

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.

- Sanford Harmony is being consistently implemented through classroom lessons, Buddy Ups, and Classroom Circles.
- Impact On Stage provided ongoing support and learning experiences regarding bullying prevention for our 4th - 6th grade students.
- Classroom weekly attendance incentives have been provided as well as individual monthly incentives to improve attendance rates including tardies and leave earlies in collaboration with our district social worker.
- District social worker has collaborated with school regarding chronic absenteeism.
- District social worker, San Diego Youth Services, and Counselor have provided small group and individual counseling for student in need; specifically upper grades Girls Talk Group, upper grades Boys Leadership Group, and lower grade Calm Down group.
- San Diego Youth Services has provided several therapeutic opportunities for students in need.
- In collaboration with City Hope, a trained volunteer meets with specified students weekly.
- Behavior focused Guiding Coalition worked to establish school-wide rules and expectations, including a school-wide contest, posters, and lessons.
- Daily Sweep/Check in with staff member to ensure student's basic needs are met on a daily basis.
- All teachers welcome students into their classrooms with a morning greeting.
- Adopt-A-Kid selection implemented for recurring students sent to office for various reasons. Staff members adopted student with more than 3 office referrals, checking in with them on a daily basis and establishing a relationship/mentorship.

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 teach Social Emotional Learning through Sanford Harmony Curriculum and will provide professional development 2 - 3 times during the school year.
- Attendance will continue and expand to weekly recognition during Character Circle.
- Student attendance will be recognized and celebrated for reaching and/or exceeding our school wide attendance goal each trimester.
- We are establishing Behavior focused Guiding Coalition to explore and implement PBIS.
- Work with PTA to establish previously successful WATCH DOGS program.
- Collaborate and invite Tunnel of Hope to work with students grades 3 - 6 for bullying prevention.
- Implement Safe School Ambassadors.
- Hire Social Worker 2 days per week to help address attendance, individual and group student needs, and family needs.

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

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal of each and every student performing at or above expectation. Engagement of our parents is critical for our students' 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 reported that they regularly attend school-sponsored meetings/events is 58%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 65%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 68%.
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 91% (19-20) percentage of parents who agree that the school meets the academic needs of their child is 87%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 94%.

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.
- Work with district and community agencies to provide parent education on a variety of dates/times (mornings and evenings) on topics including: supporting your child academically, fostering self-esteem in your child, communicating to connect, and other topics parents express interest in.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.
- Utilize parent information systems such as Blackboard Connect, weekly videos, weekly announcements on school website, Jupiter Grades, and Friday Folders to enhance home/school communication.
- Utilize apps like Class Dojo, Remind, and Jupiter Grades to enhance home/school communication.
- Facilitate communication between students and their families using student planners.
- PTA monthly newsletters.
- 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, Facebook, and other social media platforms to foster communication with parents and families specifically, and the community at large.
- Engage community members in providing reading support, music, dance, and art instruction.
- Increase PTA presence around campus during school hours and events.
- Create, collect goods, and distribute a food and clothing pantry for those in need.

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.

- Strategies outlined for Goal 4 were implemented fully.
- Instagram, Twitter, Facebook, Blackboard Connect, and Youtube are used weekly to communicate events.
- Our community responds well to flyers sent home for specific events.

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.

- Bi-monthly parent forums will be held alternating between morning and evenings with the principal to elicit parent input.
- Rolando will partner with area schools to add Parent University for targeted parent education based on results from parent surveys/topics.
- Teachers will provide news regarding academic focus based on Promise/Essential Standards.

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
Noelle Suffield	Principal
Eleni Tolar	Classroom Teacher
Linda Halcott	Classroom Teacher
Ruthellen Nackman	Classroom Teacher
Brittney Fink	Other School Staff
Kristie Reece	Parent or Community Member
Cinthia Guzman	Parent or Community Member
Shelly McGowan	Parent or Community Member
Julia Siemens	Parent or Community Member
Amanda Cuervo	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 May 20, 2020.

Attested:

Signature	
	Principal, Noelle Suffield on May 20, 2020
	SSC Chairperson, Amanda Cuervo on May 20, 2020

Instructions

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

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

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

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