School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mesa Dale Elementary School staff	37-68197-6038475	May 20, 2021	June 15, 2021

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

Additional Targeted Support and Improvement

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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :
- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed 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 an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

The 2021 La Mesa Dale Survey of Parents of English Learners solicited input specifically from parents/guardians of students who are currently classified as English Learners. The survey was emailed and texted in English and Spanish. Eight families responded.

Highlights from this data include:
100% of responding parents report receiving clear and understandable information from the school regarding the following: child's academic progress and success at school, asynchronous/homework requirements, school policies, and requirements regarding student conduct.
100% of parents who responded reported that they are familiar with what their child is learning in class. Seven of the eight families that responded reported that they are familiar with how to access school information/services on the internet.

Opportunities for growth as communicated by parents of children learning English include:
Support understanding the initial testing procedures for English Learners and ELPAC results and the importance of reclassification and the requirements for reclassification to Fluent English Proficient.
25% of respondents reported familiarity with Special Education or PACE programs at La Mesa Dale.
25% of respondents reported attending parent education opportunities that are offered. These opportunities are offered in English and Spanish with morning and afternoon sessions available (this year on Zoom).

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

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.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: technological skills; social/emotional learning; increasing student engagement, collaboration, and talk.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:
- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through-line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:
- 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 (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High-quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site-level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on building teacher agency; essential standards; teaching strategies that facilitate accelerated student learning; student engagement, collaboration, and talk; and trauma-responsive teaching.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. (Response to Intervention support (Resource Teacher, Teachers on Special Assignment, site Instruction and Data Support Teacher, 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 allow for 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)

Essential Standards in math and language arts provide 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 (when available), 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 our major focus to raise student achievement.

In 2021-22 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)
Second Step Social-Emotional Learning

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, social media) 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 federal funds (as applicable) 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.

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

Title I funds are used to provide a Reading Intervention teacher position at 80%; the position is filled by a certificated staff member with a Reading Specialist credential.
Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker. La Mesa Dale's social worker will be Spanish-speaking.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 at the end of each Goal.

School stakeholder involvement meeting dates were as follows:
- ELAC/SSC #4 3/9/2021, 2:30 pm (virtual)
- ELAC/SSC# 5 5/20/21 at 2:30 pm (virtual)
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: May 24, 2021, 2:30 pm

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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The needs assessment involved examining data from the California School Dashboard; local assessments/benchmarks, conversations with the School Site Council (SSC), and other stakeholders. Special attention was given to the data of our African American students as it pertains to this group's higher rate of suspension. In the year this performance data was gathered, La Mesa Dale had a Reading Intervention Teacher to support academics. La Mesa Dale had a social worker one day a week to provide support with attendance, behavior, and social/emotional learning for any of our students. The school psychologist is on campus 2.5 days per week and almost exclusively

supports our Special Education population. Through the needs assessment, we have determined that there are not any resource inequities for our identified student groups. We are dedicated to ensuring that every student receives the services he/she needs and increasing the academic achievement of all our students. As such, a team that includes La Mesa Dale's principal and La Mesa Dale teachers is participating in Differentiated Assistance through San Diego County Office of Education with the goal of identifying the root cause of student and staff behaviors that lead to suspensions and finding effective ways to limit these behaviors. Staff members will attend trainings and workshops with the goal of developing a continuous improvement habit with the goal of implementing sustainable system change for all students, but with a more intense focus on providing prevention of and intervention for suspendable behaviors in our African American student population.

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	%	0.42%	0.58%		2	3
African American	17.38%	13.66%	15.28%	81	65	79
Asian	4.72%	4.2%	3.87%	22	20	20
Filipino	1.72%	2.31%	2.51%	8	11	13
Hispanic/Latino	43.35%	45.17%	46.23%	202	215	239
Pacific Islander	0.86%	0.63%	0.58%	4	3	3
White	17.17%	19.75%	19.15%	80	94	99
Multiple/No Response	%	%	0%			0
			Total Enrollment	466	476	517

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	110	111	105
Grade 1	80	82	82
Grade 2	59	70	88
Grade3	62	54	74
Grade 4	53	56	55
Grade 5	40	54	58
Grade 6	62	49	55
Total Enrollment	466	476	517

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	100	89	89	21.5%	18.7%	17.2%
Fluent English Proficient (FEP)	35	27	35	7.5%	5.7%	6.8%
Reclassified Fluent English Proficient (RFEP)	7	7	16	6.6%	7.0%	18.0%

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	63	56	63	54	62	54	100	96.4
Grade 4	56	61	55	58	55	58	98.2	95.1
Grade 5	41	53	41	51	41	51	100	96.2
Grade 6	59	48	58	46	58	46	98.3	95.8
All Grades	219	218	217	209	216	209	99.1	95.9

Overall Achievement for All Students									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2415.5	2459.3	19.35	37.04	27.42	22.22	22.58	25.93	30.65	14.81
Grade 4	2464.3	2468.0	21.82	24.14	30.91	25.86	18.18	20.69	29.09	29.31
Grade 5	2491.5	2510.4	17.07	25.49	31.71	33.33	21.95	15.69	29.27	25.49
Grade 6	2513.3	2519.1	13.79	15.22	32.76	23.91	22.41	39.13	31.03	21.74
All Grades	N/A	N/A	18.06	25.84	30.56	26.32	21.30	24.88	30.09	22.97

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	27.42	35.19	37.10	44.44	35.48	20.37
Grade 4	29.09	27.59	41.82	46.55	29.09	25.86
Grade 5	34.15	29.41	34.15	50.98	31.71	19.61
Grade 6	15.52	17.39	43.10	47.83	41.38	34.78
All Grades	25.93	27.75	39.35	47.37	34.72	24.88

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	19.35	29.63	48.39	51.85	32.26	18.52
Grade 4	25.45	10.34	49.09	58.62	25.45	31.03
Grade 5	19.51	33.33	53.66	43.14	26.83	23.53
Grade 6	17.24	23.91	46.55	52.17	36.21	23.91
All Grades	20.37	23.92	49.07	51.67	30.56	24.40

Listening Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 3	25.81	31.48	50.00	55.56	24.19	12.96
Grade 4	21.82	17.24	65.45	65.52	12.73	17.24
Grade 5	17.07	17.65	56.10	56.86	26.83	25.49
Grade 6	15.52	13.04	58.62	65.22	25.86	21.74
All Grades	20.37	20.10	57.41	60.77	22.22	19.14

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 3	16.13	37.04	58.06	44.44	25.81	18.52
Grade 4	23.64	24.14	45.45	51.72	30.91	24.14
Grade 5	26.83	27.45	46.34	41.18	26.83	31.37
Grade 6	24.14	26.09	60.34	50.00	15.52	23.91
All Grades	22.22	28.71	53.24	46.89	24.54	24.40

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	63	56	63	54	63	54	100	96.4
Grade 4	56	61	55	60	55	60	98.2	98.4
Grade 5	41	53	41	53	41	53	100	100
Grade 6	59	48	58	46	58	46	98.3	95.8
All Grades	219	218	217	213	217	213	99.1	97.7

Overall Achievement for All Students									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2419.2	2443.9	14.29	33.33	28.57	18.52	25.40	25.93	31.75	22.22
Grade 4	2477.7	2459.0	23.64	13.33	27.27	28.33	21.82	26.67	27.27	31.67
Grade 5	2464.9	2497.5	12.20	20.75	14.63	22.64	21.95	22.64	51.22	33.96
Grade 6	2521.9	2507.1	22.41	17.39	20.69	13.04	32.76	34.78	24.14	34.78
All Grades	N/A	N/A	18.43	21.13	23.50	21.13	25.81	27.23	32.26	30.52

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	25.40	38.89	44.44	35.19	30.16	25.93
Grade 4	32.73	23.33	32.73	33.33	34.55	43.33
Grade 5	17.07	20.75	24.39	39.62	58.54	39.62
Grade 6	32.76	23.91	37.93	32.61	29.31	43.48
All Grades	27.65	26.76	35.94	35.21	36.41	38.03

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	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	14.29	38.89	46.03	33.33	39.68	27.78
Grade 4	20.00	23.33	49.09	35.00	30.91	41.67
Grade 5	9.76	22.64	43.90	45.28	46.34	32.08
Grade 6	24.14	15.22	37.93	41.30	37.93	43.48
All Grades	17.51	25.35	44.24	38.50	38.25	36.15

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	22.22	33.33	47.62	37.04	30.16	29.63
Grade 4	25.45	23.33	38.18	36.67	36.36	40.00
Grade 5	14.63	24.53	43.90	39.62	41.46	35.85
Grade 6	24.14	17.39	36.21	39.13	39.66	43.48
All Grades	22.12	24.88	41.47	38.03	36.41	37.09

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1444.6	1466.6	1449.7	1450.6	1432.2	1503.9	26	14
Grade 1	1488.5	1493.0	1470.7	1495.4	1505.9	1490.0	15	23
Grade 2	1532.0	1518.6	1525.9	1507.8	1537.4	1528.9	14	14
Grade 3	1504.1	*	1476.1	*	1531.8	*	15	10
Grade 4	1525.6	1518.2	1503.3	1509.3	1547.5	1526.7	16	16
Grade 5	*	1565.2	*	1550.3	*	1579.5	*	13
Grade 6	*	*	*	*	*	*	*	6
All Grades							98	96

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	46.15	35.71	*	42.86	*	21.43	*	0.00	26	14
1	*	26.09	*	43.48	*	26.09	*	4.35	15	23
2	78.57	42.86	*	35.71	*	7.14		14.29	14	14
3	*	*	*	*	*	*	*	*	15	*
4	*	43.75	*	25.00	*	12.50		18.75	16	16
5		61.54	*	23.08		0.00		15.38	*	13
6	*	*	*	*	*	*	*	*	*	*
All Grades	43.88	38.54	31.63	34.38	20.41	17.71	*	9.38	98	96

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	21.43	*	57.14	*	21.43	*	0.00	26	14
1	73.33	47.83	*	34.78	*	17.39	*	0.00	15	23
2	78.57	50.00	*	35.71		0.00		14.29	14	14
3	*	*	*	*	*	*	*	*	15	*
4	*	50.00	*	25.00	*	6.25		18.75	16	16
5	*	53.85	*	30.77		0.00		15.38	*	13
6	*	*	*	*	*	*	*	*	*	*
All Grades	48.98	44.79	34.69	34.38	*	11.46	*	9.38	98	96

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	42.86	*	21.43	*	35.71	*	0.00	26	14
1	*	17.39	*	39.13	*	34.78	*	8.70	15	23
2	*	28.57	*	42.86	*	14.29		14.29	14	14
3	*	*	*	*	*	*	*	*	15	*
4	*	18.75	*	37.50	*	18.75		25.00	16	16
5	*	46.15	*	30.77		7.69		15.38	*	13
6	*	*	*	*	*	*	*	*	*	*
All Grades	38.78	28.13	27.55	33.33	26.53	26.04	*	12.50	98	96

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.38	21.43	*	78.57		0.00	26	14
1	73.33	60.87	*	39.13	*	0.00	15	23
2	*	42.86	*	42.86		14.29	14	14
3	*	*	*	*	*	*	15	*
4	*	43.75	*	43.75	*	12.50	16	16
5	*	30.77	*	53.85		15.38	*	13
6	*	*	*	*	*	*	*	*
All Grades	54.08	39.58	37.76	51.04	*	9.38	98	96

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	35.71	42.31	57.14	*	7.14	26	14
1	*	26.09	*	65.22	*	8.70	15	23
2	78.57	50.00	*	35.71		14.29	14	14
3	*	*	*	*	*	*	15	*
4	*	56.25	*	31.25		12.50	16	16
5	*	76.92	*	7.69		15.38	*	13
6	*	*	*	*	*	*	*	*
All Grades	50.00	44.79	40.82	44.79	*	10.42	98	96

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	28.57	61.54	71.43	*	0.00	26	14
1	*	30.43	*	47.83	*	21.74	15	23
2	85.71	14.29	*	71.43		14.29	14	14
3	*	*	*	*	*	*	15	*
4	*	6.25	*	68.75	*	25.00	16	16
5	*	53.85	*	30.77		15.38	*	13
6	*	*	*	*	*	*	*	*
All Grades	39.80	26.04	44.90	58.33	15.31	15.63	98	96

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.85	64.29	*	21.43	*	14.29	26	14
1	*	21.74	*	73.91	*	4.35	15	23
2	*	42.86	*	42.86		14.29	14	14
3	*	*	*	*	*	*	15	*
4	*	31.25	*	56.25		12.50	16	16
5	*	53.85	*	30.77		15.38	*	13
6	*	*	*	*	*	*	*	*
All Grades	47.96	39.58	44.90	50.00	*	10.42	98	96

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 Goal #1 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.
LCAP Goal #3 - Equip
We will equip our students with the tools necessary to realize their fullest potential.

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

Our most recent English Language Arts data ('18-'19) indicate the need to continue the school-wide effort to strengthen reading, listening, research/inquiry, and writing skills. Overall, our students scored in the Green band on the CA Schools Dashboard in both ELA and Math due to an 18 point increase in ELA and a 5 point increase in math. However, 25% of students were below the standard in overall ELA and 31% are below the standard in overall math. Hispanic, EL, students with 2 or more races, and SED subgroups need to be given additional attention as they scored lower than the general student population in one academic area. 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 there is room for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%. • Students performing at or above grade level on i-Ready will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 49% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 51.85% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 35% of the 92% of students who completed the assessment performed at or	55% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA. 45% of students will perform at or above grade level as measured by i-Ready in ELA with 95% of students completing the assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	above grade level as measured by i-Ready in ELA.	
Mathematics • Students meeting standard on SBAC will increase 3%. • Students performing at or above grade level on i-Ready will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 43% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 42% of students in grades3-6 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 20% of the 84% of students who completed the assessment performed at or above grade level as measured by i-Ready in Mathematics.	46% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics. 36% of students will perform at or above grade level as measured by i-Ready in Mathematics with 95% of students completing the assessment.
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	(19-20) 56.1% of students are reading at grade level at the end of Trimester 1. (20-21) 52% of students are reading at grade level at the end of Trimester 1.	57% of students will be reading at grade level at the end of Trimester 1.

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)
	Title I 5000-5999: Services And Other Operating Expenditures

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.
- Emphasize teacher learning and practice related to the Student Engagement Dimension of the Teaching and Learning Instructional Framework

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.

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)
154.18	Title I 5000-5999: Services And Other Operating Expenditures Substitutes for release time for teachers for collaboration

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.
- A full-time, site-based Instruction and Data Support Teacher (IDST) will support site teams in instructional best practices and build capacity through peer coaching, modeling, and peer-to-peer feedback. Emphasis will be on deepening understanding of effective, sustainable systems of support related to instructional strategies and the use of data to drive decisions. The IDST will support teachers and data teams in analyzing data to identify school-wide, grade level, and student level strengths and needs and evidence-based interventions.
- Grade-level teams will receive release time throughout the year for the express purpose of analyzing common formative assessments together with the Instruction and Data Support Teacher, using what they learn from the data to plan for effective differentiated instruction and intervention.
- 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, with the support of the Instruction and Data Support Teacher, 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 assessment tools including iReady and 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.
- Benchmark data will be analyzed by Grade-level teams in cooperation with Intervention Teachers and IDST to determine placement in intervention program(s) (iReady, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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

Amount(s)	Source(s)
104,440.80	Title I 1000-1999: Certificated Personnel Salaries Title 1 funds are combined with LCFF funds to hire a credentialed Reading Specialist 4 days a week to provide intensive intervention for students who are not showing adequate progress towards goals with classroom instruction, differentiation, and classroom interventions.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Teachers and staff were provided with extensive training (Zoom, Google Classroom, Distance Learning Playbook) to ensure Strategies for Goal 1 could be implemented to the fullest extent possible even during distance learning.

Anecdotal records and parent reports show that some students thrive in an online environment. Some have made more than a year's growth since school closures in March 2020 as measured by Literably reading assessment and IEP progress reports. Other students struggle to make progress in an online environment. It is difficult to analyze the overall effectiveness of strategies/activities for this goal as we typically measure effectiveness using SBAC data and students did not take SBAC

this year due to COVID-19. iReady was implemented for the first time this year in lieu of SBAC. iReady testing is still in progress at the time this is being written. Scores reflect only the students who completed the assessment before the SPSA was submitted.

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

Extensive training was provided to staff to ensure the work of Professional Learning Communities and the 5 Dimensions of Teaching and Learning Instructional Framework could be implemented in an online environment. Teacher focus on essential standards was an even more crucial focus during COVID. In light of the additional professional development required to support online learning, professional development focused exclusively on math was not provided. We were able to maintain differentiated instruction through Zoom small groups and expand our provision of intervention groups. Grade-level teams did not receive release time throughout the year as planned due to COVID. SBAC benchmark data was not analyzed by grade-level teams as planned as it was not available due to COVID.

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.

As students return to in-person learning, we anticipate a greater ability to meet the needs of our students. Teachers will continue to differentiate instruction and provide small reading group instruction to support student learning. PLCs will be able to leverage working as a team to support all students through targeted interventions that require sharing students among teachers. We plan to maintain an 80% Certificated Reading Specialist to provide reading intervention. The biggest change will be the addition of the Instruction and Data Support teacher to the staff.

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 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

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

Most recent CAASPP results (18-19) indicate that special emphasis needs to be given to moving students in Hispanic, EL, 2 or more races, SED subgroups to the next level of academic achievement. While Students with Disabilities did not have a color on the dashboard, data shows they also need additional attention as they also scored lower than the general student population. 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 room to grow.

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.	(18-19) 62% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4) as measured by the ELPAC. (19-20) On the Trimester 1 ELD Benchmark Test, 34% of English Learners scored Bridging (highest) on the Speaking portion; 24.5% scored Bridging on the Writing portion. *Not all EL students participated due to COVID. (20-21) On the Trimester 1 ELD Benchmark Test, 24.5%% of English Learners scored Bridging on the Speaking	70% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4) as measured by the ELPAC. 35% of English Learners will score Bridging on the Speaking portion of the Trimester 1 ELD Benchmark Test 25% of English Learners will score Bridging on the Writing portion of the Trimester 1 ELD Benchmark Test

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	portion; 9.5% scored Bridging on the Writing portion. *Not all EL students participated due to COVID.	
Socioeconomically Disadvantaged • We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. • We will increase the percentage of students performing at or above grade level on i-Ready in ELA. • We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics	(17-18) 45% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 40% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 50% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 41% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 28% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA. (20-21) 20% of Socioeconomically Disadvantaged students performed at or above grade	53% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 44% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (21-22) 53% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA. (21-22) 44% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level as measured by i-Ready in Mathematics.	
Students with Disabilities • We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. • We will increase the percentage of students performing at or above grade level on i-Ready in ELA. • We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics.	(17-18) 9% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 9% 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) 10% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 15% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA. (20-21) 13% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.	12% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 13% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (21-22) 16% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA. (21-22) 14% of Students with Disabilities will perform at or above grade level as measured by i-Ready 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 Teacher 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. of the new school year.
- 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 grade-level teams, administration, and intervention teachers to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).

- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

iReady was implemented for the first time this year in lieu of SBAC. iReady testing is still in progress at the time this is being written. Scores reflect only the students who completed the assessment before the SPSA was submitted.

The ELD instruction that was provided during COVID included: 2 days of Imagine learning and 3 days of synchronous Designated ELD with the classroom teacher for students with an overall ELPAC score of 1 or 2; 3 days of Imagine Learning and 2 days of synchronous Designated ELD with classroom teacher for students with an overall ELPAC score of 3 or 4.

While Trimester 1 ELD Benchmark is available, fewer than 10 students took the test in 20-21, making the results difficult to rely on to measure effectiveness.

It is difficult to analyze the overall effectiveness of strategies/activities for this goal as we typically measure effectiveness using ELPAC data and we do not have current ELPAC scores due to COVID-19.

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

The major differences between the intended and actual implementation include training of all staff (rather than selected teachers) by District EL Resource Teacher in ELD standards, proficiency level descriptors, and ELD strategies that are most effective in an online environment. In addition, a staff website was created to house resources for teaching ELD online for easy access by all teachers. Additionally, due to COVID, there was limited collaboration between teacher, principal, and Distance English Learner Resource Teacher for the purpose of placing Long Term and At Risk Long Term English Learners in intervention groups. Due to considerable budget cuts, the full-time

bilingual social worker that was hired in January 2020 was replaced by a one-day-a-week English Only Social Worker for the 20 - 21 school year.

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.

iReady Assessments will be completed by all students before the SPSA is submitted in 2022, providing more comprehensive and accurate data.

As students return to in-person learning, we anticipate a greater ability to meet the needs of our English Learners and Students with Disabilities. If the budget allows, we will consider use of a site substitute supervised by the Reading Specialist to provide additional intervention and support to English Learners during the 21-22 school year. We will strive to hire an additional bilingual staff member to facilitate improved communication between the school and Spanish-speaking families if budget and staffing allow.

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 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

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

Identified Need

As a school committed to high levels of learning and achievement, we are focused on establishing an environment conducive to learning. We strive for a climate of respect, connectedness, and safety for our students. This goal is a result of the fact that our most recent achievement 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 the workplace. EL, Hispanic, SED, 2+ races, African American subgroups will require additional support with attendance as they scored Orange or Yellow on the dashboard for Chronic Absenteeism. Additionally, focused attention will be given to determining the root causes and effective solutions for African American, Students with Disabilities, Hispanic, 2+ races, and SED subgroups scoring Red or Orange for increased suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 73 % Growth Mindset - 77 % Self-Management - 77 % Self-Efficacy - 63 % Social Awareness - 56 % Approximately 70% of eligible students completed the survey.	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1% Social Awareness - Baseline % + at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		The percent of students responding will increase to 75% or more.
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.07%. (18-19) The school attendance rate was 95.02%. (19-20) The school attendance rate was 96.7%.	The school attendance rate will increase by 0.05% to a rate of 96.75% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 11%. (18-19) The percentage of students with chronic absenteeism was 11.4%. (19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level. District data shows that the chronic absentee rate at our site was 10.72%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 9.7% 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) 2.16% of students were suspended. (18-19) 3.9% of students were suspended. (19-20) 2.89% of students were suspended.	Student suspensions will decrease by .1% for an overall rate of 2.79% 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

Strength, Interest, and Career Education
- Staff and Students will begin implementing World of Work, a curriculum solution aimed at early exposure for children to both self and career exploration. World of Work aims to create relevance to the real world, enabling students to map their educational goals to their possible future selves. World of Work empowers every child with unique strengths, interests and values needed in the world to nurture happy kids, living in healthy relationships on a path to gainful employment.
- Staff and students identify strengths and values using Holland Codes (RIASEC).
- Staff uses World of Work to integrate information about strengths, interests, and possible future selves into ELA and Math instruction, helping students recognize that the purpose of the work they do in elementary school is preparing them for success in high school, life, and workplace.
- New teaching staff will be trained in World of Work.

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 (phone calls, Dojo messages, letters, home visits). Look for and identify barriers to attendance.
- Conduct home-visits for chronically absent students for the purpose of working with the family to address barriers to regular attendance and offer resources when and if appropriate.
- Work with Student Supports 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 a system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Consult with parent groups (ELAC, SSC, PTA) to gain insight and ideas for improving attendance.
- Connect with local community agencies (City Hope) to provide social/emotional support for chronically absent students.
- Utilize community resources like La Mesa Community Kids Foundation, La Mesa-Spring Valley Education Foundation, and City Hope to ensure families have basic needs met.
- Connect families with before/after school care if this will possibly improve attendance (Boys & Girls Clubs, Extended School Service)
- Safety Patrol to ensure students have safe routes to get to school.
- Upper-grade students can become eligible for a Student Safety Patrol leadership position with good attendance.
- Run Club for the Family 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.
- Work with district-funded social worker (60%) to remove barriers to school attendance.
- Positive communication (Class Dojo, phone calls, letters, etc) from teacher, social worker, and/or principal celebrating improved attendance and consistent attendance.

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.
- Provide professional development to staff on Restorative Practices and Trauma Responsive Teaching
- Handle with Care - This app allows police to inform schools if a student has recently experienced a traumatic event that may lead the child to act out or perform poorly at school so staff can employ trauma-responsive practices when interacting with the student.
- Work with social worker to develop ongoing training and resources for staff related to restorative practices.

- Teachers will utilize resources provided by social worker related to creating a supportive classroom environment. Strategies are provided for both virtual and in-person 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)
10,138.20	Title I 1000-1999: Certificated Personnel Salaries Social Worker 12%

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

Character Education and Behavior Support
- Continue implementing PeaceBuilder Schools Program as well as Harmony Social Emotional Curriculum.
- Regular recognition of students exhibiting positive character and positive and/or improved behavior: Peace Square, Awards Assemblies, PeaceBuilder Praise Notes read aloud
- Investigate and implement alternatives to exclusionary discipline.
- 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 Responsive Teaching and work to gain strategies to proactively address student behaviors and increase student time in class.
- Provide explicit behavior instruction: Whole Body Listening
- Partnership with City Hope to provide ongoing training for student leaders in empathy, peer-mediation, noticing and supporting students who appear to have the need for encouragement or support.
- Hire a full-time bilingual social worker to support students, families, and staff with social awareness, self-efficacy, and promoting self-management.
- Collaboration with San Diego Youth Services to provide 6-week group counseling sessions including Girl Talk and Keep Calm.
- School Social Worker will provide individual and small-group sessions for students as needed to support social awareness, sense of self-efficacy, and self-management.
- Student Safety Patrol promotes leadership, responsibility, service, and regular school attendance.
- Positive communication (Class Dojo, phone calls, letters) home from teacher, social worker, and/or principal to celebrate improved behavior and demonstration of character traits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Traditionally marginalized student groups including Hispanic, Students with Disabilities, 2+ races, and African American subgroups

Strategy/Activity

Equity Training
- Principal and Leadership Team will continue learning as it relates to the Equity Conference they attended in February 2021.
- Teachers and staff will be led in training to identify implicit bias and learn more about culturally and historically responsive teaching.
- Celebrate the cultures represented on our campus (culture fair, spirit days, bulletin boards, class lessons, etc.)

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: 2020-21

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 for this Goal have been partially implemented due to COVID-19.
We have collected baseline data for this goal using the CORE SEL survey in grades 4 and 6.

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

Strategy 1 - World of Work curriculum was partially implemented and used largely during asynchronous work time as it related to a grade-level's ELA, Math, and/or Science content. The following activities, listed under Strategy 2, were unavailable due to COVID: therapy dog; social worker; Run Club. Due to increased professional development around providing effective

instruction in an online environment, we spent less professional development time than planned discussing trauma-responsive teaching and restorative principles/practices.   All classified staff members are taking courses through Insights to Behavior on topics that include Understanding and Responding to Behavior in the Gen Education Environment, Teaching appropriate attention-getting. Certificated staff members have access to all Insights to Behavior courses. Weekly Character Education is being provided online in an effort to support strategy 4. The funds intended to be used to hire a social worker two days a week were removed from the school site budget. COVID prohibited us from collaborating with San Diego Youth Services to provide group counseling.
Title 1 Funds were used to send the principal and leadership team (one teacher per grade level) to the 4-day Equity Conference, offered virtually, through San Diego County Office of Education in February 2021. Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy (book) was purchased for all participants.

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.

Strength, interest, and career education through World of Work will continue as a strategy to help students recognize that the purpose of the work they do in elementary school is preparing them for success in high school, life, and the workplace.   Another strategy we expect to continue in the 21-22 school year, is a partnership with City Hope (a community organization), to train student leaders in empathy, peer-mediation, noticing and supporting students who appear to have the need for encouragement or support. As soon as COVID restrictions allow, we would like to collaborate once again with San Diego Youth Services to continue providing on-campus counseling groups. Using a combination of district and site funds, we will be able to employ a social worker five-days per week in the 21-22 school year. This will provide significantly more support to students and families than having a social worker one day a week as we had during 20-21.

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 #2 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

La Mesa Dale remains focused on continuous improvement. This goal is a result of the fact that our data reveals we have yet to meet the goal of fully engaged parents, community, and staff in the education of our students

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 292 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 93%
This school has high expectations for all students. 90%
- Overall Support for Academic Learning - 91%

I feel welcome to participate at this school. 90%
School staff treats me with respect. 96%
School staff takes my concerns seriously. 92%
School staff welcomes my suggestions. 79% agree and18% neither agree nor disagree
School staff responds to my needs in a timely manner. 92%
School staff is helpful. 98%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 91%
My child feels welcome at school. 95%
- Overall Sense of Community 92%

This school clearly informs students what would happen if they break school rules. 88% agree and 10% neither agree nor disagree

At this school, discipline is fair. 81% agree and 17% neither agree nor disagree
My child is safe on school grounds. 91%
- Overall Sense of Safety 87% agree and 11% neither agree nor disagree

A review of data indicates that our efforts in these areas have been successful:
Approximately 100 more parents responded to this year's survey as compared to the 199 who responded in 2020. Overall parent satisfaction continues to be strong in the areas of students and parents feeling welcome and respected at school/by school staff. Our biggest area of success in the last year is that 98% of families reported that school staff is helpful.
We celebrate this growth and will continue to put great emphasis on building and maintaining parent partnerships. Based on feedback from surveys, ongoing work is being done in the areas of improving the overall sense of safety. Some parents expressed in the comments that they have not yet been on campus due to COVID and, as a result, couldn't speak to school safety one way or another. Other parents expressed in the comments a desire to see taller fences around the playground and the continuation of the closed-campus policy that we had during COVID.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that they feel an Overall Sense of Safety as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree there is an Overall Sense of Safety is 87%.	The percentage of parents who agree that there is an Overall Sense of Safety will increase above baseline.
Percentage of parents who agree that school staff welcomes their suggestions as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that school staff welcomes their suggestions is 79%.	The percentage of parents who agree that school staff welcomes their suggestions will increase above baseline.
Hours of on-campus volunteer time logged by parents and community members who sign in as volunteers through Ident-a-Kid on school days.	(18-19) 5909 volunteer hours logged by parents and community members.

(August 19 - February 20) 3318 volunteer hours logged by parents and community members. - Note that on-campus volunteering has been discouraged during COVID. | Parent and community engagement as measured by volunteer hours logged through Ident-A-Kid will meet or exceed 5000 hours. |

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 ensure our parents are partners, parent education and training will be offered.
- Hold a variety of parent events establishing relationships with school staff. These events include Back to School Night, Classes for Parents with evening and day sessions, Family Curricular nights (reading, math/science, etc.)
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- 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.
- Solicit suggestions from parents as to topics they would like to see addressed during parent education classes.
- 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, World of Work, and other topics parents express an 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)
2,070.73	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Credentialed Social Worker

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.
- Utilize parent information systems such as Blackboard Connect, PeachJar, and Jupiter Grades to enhance home/school communication.
- Utilize social media platforms (Instagram, Facebook, and Twitter) to enhance home/school communication.
- Utilize Class Dojo to enhance home/school communication
- Utilize email, phone calls, texts, and our school website to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

- Hire bilingual staff to facilitate communication between Spanish-speaking families and the school.
- Provide regular updates to parents about student academic progress via iReady Parent Reports.

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

Parent and Community engagement
- Start the year with a community event the evening before school starts (CDPH allowing) to help families connect with one another, become acquainted with the campus, get questions answered, explore opportunities and services available through the school, and alleviate some of the first-day jitters.
- Solicit suggestions from parents as to their recommendations for increasing parent/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.
- Run Club for the Family before school provides an opportunity for students (and parents) to exercise and build relationships before school. Collaboration with Helix High School track/cross-country students and staff to recognize regular Run Club participants.

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: 2020-21

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.

COVID has caused us to increase our implementation of some strategies while limiting our implementation of others. Our staff rose to the occasion, finding novel ways to engage students and families during online learning. This even included Zoom cooking classes from the homes of staff members - with all students invited to participate. That being said, virtual engagement is not nearly as powerful as in-person engagement. We look forward to resuming all in-person efforts to engage families in the coming school year.

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

Strategies we intended to implement in-person were implemented online. Parent events/education, SSC training, and needs assessments were all provided/conducted online this school year. Communication using Blackboard, Jupiter, Class Dojo, social media was expanded this year due to online learning.   Parent education workshops were provided in both English and Spanish. Bilingual campus attendants supported communication between Spanish-speaking families and the school.   In-person community events were eliminated this year for health/safety reasons.

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.

As students return to in-person learning, we anticipate resuming our robust efforts to establish meaningful partnerships with our parents to promote student success. Additionally, the recent School Bond passed by LMSVSD will provide for some of the facilities improvements (taller fences around the playground, one point of entrance, etc.) that parents indicated were important in achieving an Overall Sense of Security. Also, iReady Parent Reports will be shared with parents regularly to keep them up to date on their child's academic progress.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$116,808.61
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$116,803.91

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$114,733.18
Title I Part A: Parent Involvement	$2,070.73

Subtotal of additional federal funds included for this school: $116,803.91

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $116,803.91

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	114,737.88	4.70
Title I Part A: Parent Involvement	2,070.73	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	114,733.18
Title I Part A: Parent Involvement	2,070.73

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	116,649.73
5000-5999: Services And Other Operating Expenditures	154.18

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	114,579.00
5000-5999: Services And Other Operating Expenditures	Title I	154.18
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,070.73

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,594.98
Goal 3	10,138.20

Goal 4		2,070.73

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
Tammie Babbitt	Principal
Elsa Goodwin	Classroom Teacher
Jana Wilson	Classroom Teacher
Brooke Thiakos	Classroom Teacher
Leslie Eder	Other School Staff
Angela Castro	Parent or Community Member
Jeremy Martinson	Parent or Community Member
Ashlee Manuel	Parent or Community Member
Natachia Miller	Parent or Community Member
Dionne Edmonds	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
Angela B	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, 2021.

Attested:

Signature	
Tammie Babbitt	Principal, Tammie Babbitt on May 20, 2021
On file	SSC Chairperson, Jeremy Martinson on May 20, 2021

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
Angela B	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, 2021.

Attested:

Signature	
Tammie Babbitt	Principal, Tammie Babbitt on May 20, 2021
Jeremy Martinson	SSC Chairperson, Jeremy Martinson on May 20, 2021