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 Presa Elementary School learning community	37-68197-6038509	May 27, 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

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.

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 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 and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include identifying student needs based on progress or loss of progress during distance learning.

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 continuing our PLC work and focusing on best practices to help our students who fell behind as well as supporting those who excelled during distance learning.

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, 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)
Dino School for Social-Emotional Learning
Restorative Practices
Lexia Core5

Parental Engagement

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

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

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

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of 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.

<u>Funding</u>

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

- Full-time 100% reading specialist funded with Title I Funds.
- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 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 #3 Meeting, April 6, 2021 at 4:00 virtual
- SSC # 4 Meeting, April 8, 2021 at 3:00 virtual; SSC #5 Meeting, May 27, 2021 at 4:00 virtual
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: May 17, 2021
- Other meetings where the 2021-22 SPSA goals, metrics were discussed (PTA), May 20, 2021

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	10.71%	10.11%	9.05%	47	45	38
Asian	0.68%	0.45%	0.48%	3	2	2
Filipino	6.38%	6.74%	7.62%	28	30	32
Hispanic/Latino	71.30%	73.71%	71.43%	313	328	300
Pacific Islander	0.23%	%	0%	1		0
White	4.78%	4.72%	5.71%	21	21	24
Multiple/No Response	%	%	0%			0
			Total Enrollment	439	445	420

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	74	72	63
Grade 1	62	56	52
Grade 2	58	59	54
Grade3	64	64	61
Grade 4	69	64	55
Grade 5	54	75	67
Grade 6	58	55	68
Total Enrollment	439	445	420

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	165	174	163	37.6%	39.1%	38.8%
Fluent English Proficient (FEP)	27	24	31	6.2%	5.4%	7.4%
Reclassified Fluent English Proficient (RFEP)	8	7	7	4.8%	4.2%	4.0%

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	66	62	65	62	65	62	98.5	100
Grade 4	69	63	68	61	68	61	98.6	96.8
Grade 5	57	73	57	72	57	72	100	98.6
Grade 6	55	57	55	55	55	55	100	96.5
All Grades	247	255	245	250	245	250	99.2	98

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	2411.1	2438.2	20.00	33.87	21.54	16.13	27.69	27.42	30.77	22.58
Grade 4	2457.5	2435.0	23.53	9.84	25.00	22.95	25.00	24.59	26.47	42.62
Grade 5	2473.9	2480.8	15.79	15.28	26.32	26.39	21.05	22.22	36.84	36.11
Grade 6	2477.4	2494.0	3.64	10.91	29.09	21.82	29.09	32.73	38.18	34.55
All Grades	N/A	N/A	16.33	17.60	25.31	22.00	25.71	26.40	32.65	34.00

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	23.08	33.87	32.31	40.32	44.62	25.81
Grade 4	27.94	18.03	41.18	40.98	30.88	40.98
Grade 5	21.05	29.17	47.37	43.06	31.58	27.78
Grade 6	10.91	10.91	41.82	32.73	47.27	56.36
All Grades	21.22	23.60	40.41	39.60	38.37	36.80

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	16.92	22.58	46.15	50.00	36.92	27.42
Grade 4	19.12	4.92	50.00	57.38	30.88	37.70
Grade 5	21.05	18.06	42.11	40.28	36.84	41.67
Grade 6	9.09	21.82	50.91	47.27	40.00	30.91
All Grades	16.73	16.80	47.35	48.40	35.92	34.80

Listing 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	18.46	25.81	60.00	62.90	21.54	11.29
Grade 4	19.12	11.48	58.82	62.30	22.06	26.23
Grade 5	8.77	11.11	57.89	62.50	33.33	26.39
Grade 6	9.09	5.45	56.36	74.55	34.55	20.00
All Grades	14.29	13.60	58.37	65.20	27.35	21.20

Note: The header above reads "Listening Demonstrating effective communication skills".

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	23.08	24.19	55.38	53.23	21.54	22.58
Grade 4	25.00	9.84	51.47	59.02	23.53	31.15
Grade 5	26.32	20.83	36.84	43.06	36.84	36.11
Grade 6	20.00	12.73	49.09	56.36	30.91	30.91
All Grades	23.67	17.20	48.57	52.40	27.76	30.40

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	66	62	66	62	66	62	100	100
Grade 4	69	63	69	63	69	63	100	100
Grade 5	57	73	57	73	57	73	100	100
Grade 6	55	57	55	56	55	56	100	98.2
All Grades	247	255	247	254	247	254	100	99.6

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	2412.0	2423.2	13.64	14.52	22.73	33.87	24.24	20.97	39.39	30.65
Grade 4	2450.0	2447.3	8.70	14.29	30.43	7.94	30.43	42.86	30.43	34.92
Grade 5	2470.5	2463.6	12.28	12.33	14.04	12.33	33.33	19.18	40.35	56.16
Grade 6	2476.1	2489.1	5.45	14.29	9.09	12.50	41.82	35.71	43.64	37.50
All Grades	N/A	N/A	10.12	13.78	19.84	16.54	31.98	29.13	38.06	40.55

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	25.76	32.26	33.33	32.26	40.91	35.48
Grade 4	17.39	17.46	43.48	34.92	39.13	47.62
Grade 5	15.79	17.81	38.60	24.66	45.61	57.53
Grade 6	7.27	17.86	41.82	35.71	50.91	46.43
All Grades	17.00	21.26	39.27	31.50	43.72	47.24

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	16.67	20.97	37.88	48.39	45.45	30.65
Grade 4	15.94	15.87	37.68	38.10	46.38	46.03
Grade 5	10.53	10.96	42.11	35.62	47.37	53.42
Grade 6	5.45	14.29	43.64	44.64	50.91	41.07
All Grades	12.55	15.35	40.08	41.34	47.37	43.31

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	24.24	25.81	43.94	48.39	31.82	25.81
Grade 4	15.94	11.11	44.93	50.79	39.13	38.10
Grade 5	15.79	12.33	35.09	41.10	49.12	46.58
Grade 6	5.45	12.50	50.91	39.29	43.64	48.21
All Grades	15.79	15.35	43.72	44.88	40.49	39.76

School and Student Performance Data

ELPAC Results

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	1421.9	1429.6	1435.4	1440.3	1390.5	1404.1	24	24
Grade 1	1479.9	1490.9	1471.2	1480.8	1487.9	1500.4	21	17
Grade 2	1487.3	1520.4	1492.1	1512.5	1482.0	1527.7	23	22
Grade 3	1493.3	1496.2	1485.4	1489.0	1500.6	1503.0	36	19
Grade 4	1496.3	1508.5	1490.4	1495.0	1502.0	1521.5	27	36
Grade 5	1524.4	1552.8	1517.0	1558.5	1531.4	1546.6	22	34
Grade 6	1517.0	1542.1	1506.6	1538.9	1527.1	1544.7	19	23
All Grades							172	175

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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	*	12.50	*	41.67	*	37.50	*	8.33	24	24
1	*	29.41	*	47.06		17.65	*	5.88	21	17
2	52.17	36.36	*	40.91	*	22.73	*	0.00	23	22
3	*	10.53	*	52.63	30.56	26.32	*	10.53	36	19
4	*	19.44	44.44	38.89	*	33.33	*	8.33	27	36
5	*	38.24	*	29.41	*	20.59	*	11.76	22	34
6	*	30.43	*	30.43	*	26.09	*	13.04	19	23
All Grades	32.56	25.71	31.40	38.86	20.35	26.86	15.70	8.57	172	175

Overall Language — Percentage of Students at Each Performance Level for All Students

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	*	20.83	*	41.67	*	29.17	*	8.33	24	24
1	61.90	23.53	*	58.82	*	17.65	*	0.00	21	17
2	65.22	31.82	*	63.64	*	0.00	*	4.55	23	22
3	33.33	36.84	33.33	42.11	*	10.53	*	10.53	36	19
4	44.44	25.00	*	52.78	*	8.33	*	13.89	27	36
5	63.64	50.00	*	32.35	*	5.88	*	11.76	22	34
6	*	43.48	*	39.13	*	13.04	*	4.35	19	23
All Grades	45.35	33.71	28.49	46.29	12.21	11.43	13.95	8.57	172	175

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	*	8.33	*	16.67	*	62.50	*	12.50	24	24
1	57.14	23.53	*	41.18	*	17.65	*	17.65	21	17
2	*	22.73	*	45.45	*	22.73	*	9.09	23	22
3	*	10.53	*	42.11	*	31.58	44.44	15.79	36	19
4	*	19.44	*	16.67	*	44.44	*	19.44	27	36
5	*	17.65	*	32.35	*	26.47	*	23.53	22	34
6	*	17.39		34.78	*	13.04	*	34.78	19	23
All Grades	25.58	17.14	23.26	30.86	26.74	32.57	24.42	19.43	172	175

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	50.00	16.67	50.00	79.17		4.17	24	24
1	71.43	64.71	*	35.29	*	0.00	21	17
2	69.57	50.00	*	45.45	*	4.55	23	22
3	*	10.53	61.11	68.42	*	21.05	36	19
4	48.15	30.56	*	55.56	*	13.89	27	36
5	50.00	23.53	*	64.71	*	11.76	22	34
6	*	21.74	63.16	60.87	*	17.39	19	23
All Grades	45.93	29.71	42.44	59.43	11.63	10.86	172	175

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	*	25.00	54.17	66.67	*	8.33	24	24
1	61.90	17.65	*	76.47	*	5.88	21	17
2	56.52	31.82	*	68.18	*	0.00	23	22
3	50.00	57.89	*	42.11	*	0.00	36	19
4	44.44	36.11	*	58.33	*	5.56	27	36
5	81.82	67.65	*	23.53	*	8.82	22	34
6	*	65.22	*	30.43	*	4.35	19	23
All Grades	53.49	44.57	31.98	50.29	14.53	5.14	172	175

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	*	4.17	66.67	91.67	*	4.17	24	24
1	71.43	47.06	*	35.29	*	17.65	21	17
2	*	22.73	*	59.09	*	18.18	23	22
3	*	5.26	33.33	57.89	50.00	36.84	36	19
4	*	8.33	59.26	63.89	*	27.78	27	36
5	*	29.41	59.09	41.18	*	29.41	22	34
6	*	30.43	*	30.43	73.68	39.13	19	23
All Grades	26.74	20.00	38.95	54.86	34.30	25.14	172	175

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	*	37.50	*	45.83	*	16.67	24	24
1	*	35.29	57.14	41.18		23.53	21	17
2	*	27.27	*	68.18	*	4.55	23	22
3	*	42.11	50.00	47.37	*	10.53	36	19
4	*	22.22	55.56	69.44	*	8.33	27	36
5	50.00	20.59	*	61.76	*	17.65	22	34
6	*	26.09	78.95	65.22	*	8.70	19	23
All Grades	33.72	28.57	51.74	58.86	14.53	12.57	172	175

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

As a school committed to high levels of learning and achievement, we will focus on the academic needs of all of our students as distance learning was a challenge for everyone. We will use our most recent district benchmark data to meet the students where they are at in their learning levels. This goal will be critical to our site for the 2021-22 school year due to more than a full year spent in distance learning. We will accomplish this goal by offering summer school to all students for the 2021-22 summer vacation for 4 weeks and by providing more targeted support during the academic 2021-22 via small group instruction and tutorials for reteaching opportunities with classroom teachers and our schools reading specialist.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting or exceeding standards on district benchmark assessments • 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) 40% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 39% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 17.98% of students performed at or above grade level as measured by i-Ready in ELA.	43% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA. 30% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics • Students meeting or exceeding standards on district benchmark assessments • 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) 29% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 30.3% 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) 9.48% of students performed at or above grade level as measured by i-Ready in Mathematics.	33% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics. 30% of students will perform at or above grade level as measured by i-Ready in Mathematics.
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	(19-20) 58.7%% of students in grades 1-6 are reading at grade level at the end of Trimester 1. (20-21) 48.9 % of students in grades 1-6 are reading at grade level at the end of Trimester 1.	51.9% of students in grades 1-6 will be reading at grade level at the end of Trimester 1 2021-2022.

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 (PLC). 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 and adhering to the 5 Tights of a PLC.
- 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 creating effective use of common formative assessments and use data through collective inquiry to drive instruction, re-teaching, and intervention.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.
- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards

through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

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

Amount(s)	Source(s)

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

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.
- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- SBAC and District benchmark data will be analyzed by school staff to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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)
130,551	Title I 1000-1999: Certificated Personnel Salaries Reading Specialist hired to support general education teachers with small group reading

	instruction and double dose students who are below grade level in reading. As well as help support students struggling in math.
23,259.04	Title I 2000-2999: Classified Personnel Salaries Two student helpers each at 19.75hrs a week to run intervention groups fro reading.
1,299	Title I 0000: Unrestricted Pebble Go an online encyclopedia app for students at all grade levels to use for research
500	Title I 0000: Unrestricted Raz Kids reading app used as an intervention for SDC and SAI students
400	Title I 0000: Unrestricted Accelerated Reader used school

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.

During the 2020-2021 School year, we planned for our reading specialist and library media tech (LLRT) to work with small groups of students in grades K-6 for a double dose of reading intervention and to assist classroom teachers with the Lexia reading program for students who were two or more years below grade level in reading. In addition, classroom teachers were to send books home for students to get extra practice reading at their individual reading level. Staff meetings and Site Learning Days were to be focused on deepening our understanding of essential standards, defining mastery, and defining a school wide common language for reading comprehension, writing, and math. The Wonders district provided curriculum was to be implemented in all classrooms. Teachers were to meet in PLC grade level teams to collaboratively review data make informed decisions on flexible groupings in regards to interventions and to improve teaching strategies to increase students academic achievement.

- The overall implementation of these strategies/activities for this goal was challenging due to the COVID pandemic and our school year resulting in over 8 months of distance learning via Zoom. However, we were still able to offer the small group, double dose, reading groups, and provide assistance with the Lexia program for both classroom teachers, students, and parents.
- The overall effectiveness of strategies/activities for this goal were challenging due to the COVID pandemic and our school year resulting in over 8 months of distance learning via Zoom. Specific challenges included, but were not limited to; student internet connectivity

(in some cases despite our school providing hotspots), families having to relocate due to loss of jobs, students in day care centers that were not equipped or staffed to help with school, parents' lack of knowledge with technology and expectations for our rigorous standards.

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

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

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

In order to ensure our goals are met and/or exceeded, we will continue our reading specialist, but will no longer continue to pay the extra for our LLRT to also run small groups. This change is simply because our LLRT is retiring. Our reading specialist will continue with double dosing students in small reading groups. Our staff will continue using strategies/activities and be more strategic about using data to create small group instruction and encourage PLC's to invite support staff and school principal to PLC meetings to discuss data and next steps for students not meeting grade level standards. In addition, teachers will get two release days during the year to have additional time to work collaboratively with a focus on smart goals, creating common formative assessments, and interventions for students below grade level or not mastering standards.

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

As a school committed to high levels of learning and achievement, we remain focused on the underperforming student group. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal of each and every student performing at or above expectations.

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 in Speaking, or we will maintain the percentage of students at the highest level of English Proficiency (Expanding) as measured by the ELD Benchmarks.	22.3% EL students were Emerging and 55.4 % EL students were Expanding in the area of Speaking on the ELD benchmark for Trimester 1 . Due to the COVID Pandemic and school school closure in March of 2020, our students were unable to complete the remaining parts of the ELPAC assessment.	25% of English Learners will be Emerging and 60% of English Learners will be Expanding in the area of Speaking on the ELD benchmark for Trimester 1.
Socioeconomically Disadvantaged • We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC.	(17-18) 38% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 27% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded	41% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 31% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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	standard as measured by SBAC in Mathematics. (18-19) 37%% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 28% 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) 16.23% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA. (20-21) 8.33% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.	standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (21-22) 30% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA. (21-22) 30% of Socioeconomically Disadvantaged students will perform at or above grade 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	(17-18) 12% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 4% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 6% of Students with Disabilities in grades 3-6	15% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 9% 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students performing at or above grade level on i-Ready in Mathematics.	met/exceeded standard as measured by SBAC in ELA.

(18-19) 4% 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) 3.64% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.

(20-21) 1.85% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics. | (21-22) 15% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.

(21-22) 15% 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.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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 October of the new school year to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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.

Despite distance learning due to the COVID 19 pandemic, all English Learners received 30 minutes
of ELD using our adopted Wonders Curriculum and the approved Imagine Learning App Program.
Students who are levels 1 and 2, spent 3 days a week on Zoom with their classroom teacher for
ELD using the Wonders Curriculum and 2 days a week using Imagine Learning. Students who are
levels 3 and 4, spent 2 days a week on Zoom with their classroom teacher for ELD using the
Wonders Curriculum and 3 days a week using Imagine Learning. During Zoom lessons, classroom
teachers focused on student talk, engagement, and strategies to support El's including
metacognition strategies. Overall effectiveness, despite distance learning, will be determined once
the most recent ELPAC assessment administered in the Spring of 2021 results are in.

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

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

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

Support Staff Meetings with Principal, SAI, SLP, School Psychologist and PLC's will be held
monthly throughout the year to support teachers and students.Support staff and leadership team
will also look at data each trimester to brainstorm what's working and what's not. Teams will share
out whole staff during staff meeting and SLD's.

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 remain committed to establishing a climate of respect, connectedness, and safety for our students. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal in the area of chronic absenteeism. Specifically, our Hispanic and African American student groups will need additional targeted intervention.

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 - 69.5 % Growth Mindset - 68.4% Self-Management - 68.4% Self-Efficacy - 58.9% Social Awareness - 48.4%	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%
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 94.42% for the previous school year.	The school attendance rate will increase by 0.05% to a rate of 96.54% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(18-19) The school attendance rate was 94.77%.

(19-20) The school attendance rate was 96.49%. | |
| The percentage of students with chronic absenteeism will decrease by 1% each year. | (17-18) The percentage of students with chronic absenteeism was 13.09% for the previous school year.

(18-19) The percentage of students with chronic absenteeism was 16.4%.

(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 13.5%. | The percentage of students with chronic absenteeism will decrease by 1% to a rate of 12.5% 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) 4.7% of students were suspended during the previous school year.

(18-19) 1.7% of students were suspended.

(19-20) 1.01% of students were suspended. | Student suspensions will decrease by .06% for an overall rate of .5% during the coming school year. |

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

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

All Students

Strategy/Activity

Character Education • Continue implementing anti-bullying programs, and other Character Education programs. • Continue behavior/bullying reminder assemblies 4 times a year.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Restorative Practices
- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Behavior
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

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.

Despite distance learning due to the Covid 19 pandemic, all staff classified and certificated supported students with Positive Intervention including beginning each day via Zoom with a focused social-emotional lesson and/or check-in with students. In addition, each classroom teacher taught and consistently reviewed agreed upon school-wide Zoom behavior expectations. These strategies allowed us to stay in contact with our students and families and also allowed the teacher and/or principal to meet with students and parents in a private breakout room via Zoom when concerns arose. Classroom teachers, principal, and health tech also worked closely with our site assigned social worker to conduct home visits, provide food, counseling, and other supports as needed throughout the distance learning time. Our partnership with San Diego Youth Services, AKA Dino Program Staff, also continued groups as planned with grades K-3 via Zoom. They also helped parenting classes via Zoom and in person field trips for families. As a result, we saw a consistent increase in participation via Zoom.

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

There were no major differences in the budgeted expenditures. However, there were differences in the implementation as we were seeing students via Zoom and not in person. Classroom teachers highly encouraged students to keep their camera on and closely observed background and environmental changes with each individual student. Rather than holding conferences in person when concerns arose, classroom teachers and principal met with students and families in private breakout rooms via Zoom.   In addition, counseling session were also held via Zoom with the social worker when parents were unable to bring the student in person to the school site.

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.

For the 2021-2022 school year, our school will receive an additional two days a week social worker for a total of 3 days paid for by the district office.

In order to ensure our goals are met and/or exceeded, we will continue our current strategies/activities and we have included behavior/bullying reminder assemblies four times a year. In addition, we will continue our partnership with City Hope for informal counseling with students and with San Diego Youth Services Program who provide weekly lessons in grade Pre-3 based on socialization and behavior choices. In addition, they host parent education classes on a variety of topics to help parents be engaged in their child's education.

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

As a school committed to high levels of learning and achievement, we remain committed to fully engaging our parents, community, and staff in the education of our students. This goal is a result of the fact that our data reveals we can improve in the area of parents regularly attending school-sponsored meetings/events.

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. 156 of 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. 92%
- Overall Support for Academic Learning 93%

I feel welcome to participate at this school. 94%
School staff treats me with respect. 93%
School staff takes my concerns seriously. 94%
School staff welcomes my suggestions. 85%
School staff responds to my needs in a timely manner. 94%
School staff is helpful. 97%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 97%
My child feels welcome at school. 94%
- Overall Sense of Community 94%

This school clearly informs students what would happen if they break school rules. 95%

At this school, discipline is fair. 90%
My child is safe on school grounds. 97%
- Overall Sense of Safety 94%

A review of data indicates that our efforts in these areas have been successful. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that the overall support for academic learning as measured by the annual Parent/Family Survey is sufficient.	(20-21) percentage of parents who agree that the overall support for academic learning as measured by the annual Parent/Family Survey is sufficient 93%.	The percentage of parents who agree that the overall support for academic learning as measured by the annual Parent/Family Survey is sufficient will increase to 96%.
Percentage of parents who agree that that the overall school safety is sufficient as measured by the annual Parent/Family Survey.	(20-21) percentage of parents who agree that the overall school safety is sufficient as measured by the annual Parent/Family Survey is 94%.	The percentage of parents who agree that the overall school safety is sufficient as measured by the annual Parent/Family Survey will increase to 96% .

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

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
2,023.80	Title I Part A: Parent Involvement

	1000-1999: Certificated Personnel Salaries Credentialed Social Worker

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.
- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders and school agendas to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Community engagement
- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 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.

LPE has broadened its approach to inform and involve parents via BlackBoard Connect, FaceBook both school and PTA, School Web Site, Peach Jar, and email messages as well as printed flyers and the school marquee. Despite distance learning due to the Covid 19 pandemic, we still held a drive through family craft night in December and a drive through Dr. Seuss family reading night in March. As a result, we had a great turn out with both and a lot of family appreciation.

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

Due to distance learning from the Covid 19 pandemic, we were not able to hold our family math and science nights as planned. However, we did hold our craft and family reading night via drive throughs and we also held a family art night via Zoom that was well attended.

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

In order to ensure our goals are met and/or exceeded, we will continue our current strategies/activities and add a Family Science Night. A credentialed social worker will be utilized to provide parent engagement activities.

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	$156,063.30
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$158,032.84

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	$156,009.04
Title I Part A: Parent Involvement	$2,023.80

Subtotal of additional federal funds included for this school: $158,032.84

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: $158,032.84

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	156,063.30	54.26
Title I Part A: Parent Involvement	2,023.80	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	156,009.04
Title I Part A: Parent Involvement	2,023.80

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,199.00
1000-1999: Certificated Personnel Salaries	132,574.80
2000-2999: Classified Personnel Salaries	23,259.04

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Title I	2,199.00
1000-1999: Certificated Personnel Salaries	Title I	130,551.00
2000-2999: Classified Personnel Salaries	Title I	23,259.04
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,023.80

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	156,009.04
Goal 4	2,023.80

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
Kelley Rabasco	Principal
Tony Suarez	Classroom Teacher
Angela Rosenkrans	Classroom Teacher
Vicki O'Brien	Classroom Teacher
Ileana Vargas	Other School Staff
Patricia Limon	Parent or Community Member
Amy Knowles	Parent or Community Member
Kim Edgcomb	Parent or Community Member
Jessica Braun	Parent or Community Member
Melissa Kenniston	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
Gabriela Cano	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 27, 2021.

Attested:

Signature	
Kelley Rabasc	Principal, Kelley Rabasco on May 27, 2021
Amy Knowl	SSC Chairperson, Amy Knowles on May 27, 2021