

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
Lemon Avenue Elementary School learning community	37681976038517	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

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 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: refinement of Professional Learning Communities (PLC), aligned with a continued focus on improving instruction to meet the needs of all students.

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 refinement of Professional Learning Communities (PLC), aligned with a continued focus on improving instruction to meet the needs of all students.

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)
Second Step Social-Emotional Learning
Lexia Core 5
Imagine Learning
iReady

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.

Funding

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

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC), which is inclusive of our English Learner Advisory Council (ELAC voted to relinquish responsibilities to the SSC during our first meeting of the year, 9/18/20). 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:

- SSC # 4 Meeting, 3/4/21 @ 3:00 p.m.; SSC #5 Meeting, 5/20/21 @ 3:00 p.m.
- Staff Meetings where you discussed the 2021-22 SPSA goals, metrics: 9/14/20 @ 2:30 p.m.
- Other meetings where you discussed the 2021-22 SPSA goals, metrics (PTA, etc.), 9/17/20 @ 6:00 p.m.

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	0.48%	0.49%	0.51%	3	3	3
African American	6.71%	5.18%	5.24%	42	32	31
Asian	3.04%	3.24%	2.7%	19	20	16
Filipino	1.12%	1.78%	1.18%	7	11	7
Hispanic/Latino	33.23%	34.79%	34.12%	208	215	202
Pacific Islander	0.16%	0.16%	0%	1	1	0
White	44.25%	43.2%	45.78%	277	267	271
Multiple/No Response	%	%	0%			0
Total Enrollment				626	618	592

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	113	113
Grade 1	79	83	80
Grade 2	95	78	78
Grade3	97	97	76
Grade 4	103	78	87
Grade 5	82	92	67
Grade 6	61	77	91
Total Enrollment	626	618	592

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	60	59	53	9.6%	9.5%	9.0%
Fluent English Proficient (FEP)	23	19	15	3.7%	3.1%	2.5%
Reclassified Fluent English Proficient (RFEP)	4	3	5	7.4%	5.0%	8.5%

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	94	98	93	97	93	97	98.9	99
Grade 4	103	74	100	73	100	73	97.1	98.6
Grade 5	88	94	81	94	81	94	92	100
Grade 6	64	72	63	65	63	65	98.4	90.3
All Grades	349	338	337	329	337	329	96.6	97.3

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	2456.5	2435.3	33.33	28.87	27.96	17.53	24.73	32.99	13.98	20.62
Grade 4	2516.7	2501.4	46.00	38.36	25.00	27.40	16.00	16.44	13.00	17.81
Grade 5	2491.1	2535.0	16.05	35.11	32.10	30.85	23.46	14.89	28.40	19.15
Grade 6	2547.3	2521.8	26.98	16.92	33.33	33.85	23.81	20.00	15.87	29.23
All Grades	N/A	N/A	31.75	30.40	29.08	26.75	21.66	21.58	17.51	21.28

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	33.33	28.87	50.54	49.48	16.13	21.65
Grade 4	50.00	38.36	36.00	46.58	14.00	15.07
Grade 5	20.99	37.23	45.68	41.49	33.33	21.28
Grade 6	34.92	24.62	44.44	41.54	20.63	33.85
All Grades	35.61	32.52	43.92	44.98	20.47	22.49

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	33.33	23.71	48.39	53.61	18.28	22.68
Grade 4	38.00	30.14	49.00	53.42	13.00	16.44
Grade 5	13.58	29.79	54.32	51.06	32.10	19.15
Grade 6	22.22	16.92	55.56	53.85	22.22	29.23
All Grades	27.89	25.53	51.34	52.89	20.77	21.58

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	33.33	24.74	56.99	61.86	9.68	13.40
Grade 4	35.00	34.25	57.00	53.42	8.00	12.33
Grade 5	16.05	21.28	59.26	70.21	24.69	8.51
Grade 6	19.05	16.92	69.84	64.62	11.11	18.46
All Grades	27.00	24.32	59.94	62.92	13.06	12.77

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	32.26	32.99	53.76	44.33	13.98	22.68
Grade 4	42.00	26.03	51.00	61.64	7.00	12.33
Grade 5	29.63	35.11	46.91	48.94	23.46	15.96
Grade 6	44.44	26.15	44.44	52.31	11.11	21.54
All Grades	36.80	30.70	49.55	51.06	13.65	18.24

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	94	98	93	97	93	97	98.9	99
Grade 4	103	74	101	73	101	73	98.1	98.6
Grade 5	88	94	81	94	81	94	92	100
Grade 6	64	72	63	65	63	65	98.4	90.3
All Grades	349	338	338	329	338	329	96.8	97.3

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	2442.5	2424.1	20.43	20.62	35.48	21.65	24.73	28.87	19.35	28.87
Grade 4	2491.7	2504.9	23.76	26.03	32.67	38.36	27.72	21.92	15.84	13.70
Grade 5	2467.7	2511.6	12.35	24.47	11.11	15.96	28.40	30.85	48.15	28.72
Grade 6	2540.4	2510.2	28.57	18.46	23.81	16.92	28.57	30.77	19.05	33.85
All Grades	N/A	N/A	21.01	22.49	26.63	22.80	27.22	28.27	25.15	26.44

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	34.41	27.84	40.86	37.11	24.73	35.05
Grade 4	42.57	52.05	27.72	27.40	29.70	20.55
Grade 5	13.58	29.79	24.69	36.17	61.73	34.04
Grade 6	41.27	20.00	28.57	41.54	30.16	38.46
All Grades	33.14	32.22	30.77	35.56	36.09	32.22

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	32.26	27.84	44.09	46.39	23.66	25.77
Grade 4	28.71	32.88	47.52	43.84	23.76	23.29
Grade 5	16.05	28.72	35.80	37.23	48.15	34.04
Grade 6	30.16	23.08	42.86	40.00	26.98	36.92
All Grades	26.92	28.27	42.90	41.95	30.18	29.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	30.11	23.71	51.61	45.36	18.28	30.93
Grade 4	27.72	31.51	45.54	49.32	26.73	19.18
Grade 5	9.88	24.47	41.98	43.62	48.15	31.91
Grade 6	30.16	18.46	39.68	36.92	30.16	44.62
All Grades	24.56	24.62	45.27	44.07	30.18	31.31

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	*	*	*	*	*	*	*	*
Grade 1	1475.2	*	1471.4	*	1478.3	*	12	7
Grade 2	1493.0	1518.7	1485.5	1532.9	1499.8	1503.9	13	14
Grade 3	*	1500.3	*	1497.5	*	1502.6	*	11
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	*	*	*	*	*	*	7
All Grades							64	59

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	12	*
2	*	35.71	*	50.00		14.29	*	0.00	13	14
3	*	18.18	*	36.36	*	36.36	*	9.09	*	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	34.38	32.20	34.38	38.98	17.19	27.12	*	1.69	64	59

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*		*	*	*	12	*
2	*	64.29	*	35.71		0.00	*	0.00	13	14
3	*	36.36	*	36.36	*	27.27		0.00	*	11
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*
All Grades	42.19	47.46	34.38	37.29	*	15.25	*	0.00	64	59

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	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	12	*
2	*	7.14	*	57.14	*	35.71	*	0.00	13	14
3		18.18	*	18.18	*	45.45	*	18.18	*	11
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	23.44	8.47	35.94	42.37	20.31	37.29	20.31	11.86	64	59

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	12	*
2	*	71.43	*	28.57	*	0.00	13	14
3	*	27.27	*	72.73		0.00	*	11
5	*	*	*	*	*	*	*	*
All Grades	45.31	40.68	46.88	57.63	*	1.69	64	59

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	12	*
2	*	50.00	*	50.00		0.00	13	14
3	*	63.64	*	27.27		9.09	*	11
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	46.88	52.54	42.19	44.07	*	3.39	64	59

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	12	*
2	*	7.14	*	92.86	*	0.00	13	14
3		9.09	*	63.64	*	27.27	*	11
All Grades	29.69	10.17	43.75	74.58	26.56	15.25	64	59

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	12	*
2	*	7.14	*	92.86		0.00	13	14
3	*	27.27	*	63.64	*	9.09	*	11
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	32.81	27.12	53.13	61.02	*	11.86	64	59

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

The global pandemic has provided us with an absence of many data points for the 2019-2020 school year. Additionally, a modified state test for 2020-2021 (the computer adaptive program will be half of the full form; the performance task will remain the same) presents the challenge of comparing year-over-year data points. Regardless of this, we can still use previous years' data as well as data on student reading levels to identify the continued needed focus in the area of English Language Arts.

In reviewing Trimester 1 reading levels over the 2019-2020 and 2020-2021 school years, we saw an increase of students at/above grade levels in first, second, fourth and sixth grades. When looking at student group cohorts over the two-year span, we see that students in grades two and three showed an overall increase in the percentage of meeting/exceeding grade level from their previous grade. Identifying gains over the time of distance learning is fantastic, but we know that our students will need and benefit from targeted Language Arts instruction. This includes early literacy and guided, small group reading and writing instruction in the primary grades to build foundational literacy, fluency, comprehension and writing. In the upper grades, a continued focus on the utilization of reading strategies with both fiction and expository texts. In all grades, a focused emphasis on our English Learners, Students with Disabilities, and students performing below grade level is necessary, through both daily classroom instruction and consistent intervention supports.

Previous years' data has shown that less than half of our students in grades 3-6 are meeting or exceeding standards in math on state assessments. In comparing state testing scores from 2017-2018 and 2018-2019, we saw a decrease in the percentage of students meeting or exceeding standard and an increase in students nearly meeting/not meeting standard. While both the increase and decrease were slight (2% for both), this still demonstrates the need for systematic math instruction. A focus on essential learning math standards, with the regular review of classroom and benchmark assessments to identify areas of interventions and supports, is necessary. The review of student progress through the PLC process will provide teachers the data to differentiate instruction for all student populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 5%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 60% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 56% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 48% of students performed at or above grade level as measured by i-Ready in ELA.</p>	<p>At least 59% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.</p> <p>53% of students will perform at or above grade level as measured by i-Ready in ELA.</p>
Mathematics <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 5%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 47% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 45% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 34% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>At least 48% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>39% of students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	63% of students are reading at or above grade level at the end of Trimester 1.	At least 66% 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.
- Selection of an Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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. We will be utilizing a school intervention teacher.

- 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.
- Selection of an Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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 both Literably and teacher reading assessments.

- 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 leadership team to determine placement in intervention program(s) (Lexia, small group intervention) with initial placement made at the beginning of the new school year and reviewed after each program benchmark assessment.
- Selection of an Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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.

At the start of the 2020-21 school year, our focus shifted from a professional development plan focused on strengthening the PLC to inform instruction and strengthen student achievement, to planning for beginning the year with distance learning. The focus of our staff meetings and site learning (professional development) days became establishing and improving a strong virtual classroom, distance learning instructional practices, and imparting strategies to improve student engagement. Subsequent meetings have included topics such as virtual instruction, student engagement, COVID safety and health protocols and school reopening plans.

Despite this shift, we were still able to continue weekly PLC meetings, utilized to collaborate and plan English Language Arts and Math instruction. While all grade levels have implemented virtual reading groups at some capacity, they have not replicated what can be done in a traditional school year. Knowing this, small group reading and writing instruction across all grade levels will be a primary focus when students and teachers return to school. Additionally, we will select a candidate to serve as our Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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

For the 2021-22 school year, we will have an Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom. This position is district-funded and under the direction of the Learning Support Department. We will have no major differences in 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.

For the 2021-2022 school year, our goals will be as follows: 59% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA; 48% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics; 66% of students will be reading at grade level by the end of 3rd grade; 53% of students will perform at or above grade level as measured by i-Ready in ELA; 39% of students will perform at or above grade level as measured by i-Ready in Mathematics. Strategies listed above will remain the same to support goal achievement.

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

In reviewing English Learner performance data from the 2018-19 and 2019-20 school years, we have seen a 2% decrease in the percentage of EL students scoring at the level 4 (32% to 30%) on the English Language Proficiency Assessments for California (ELPAC). When comparing student growth over these two school year spans, we see that 6 students either had no change or a decrease in their ELPAC scores, while only one student moved up one or more level.

A similar trend is seen with our data for both socioeconomically disadvantaged and students with disabilities, as comparing state testing data from 2017-8 to 2019-9 shows a decline in both ELA and math scores. The one area of growth identified with this data was the increase in math performance for students with disabilities, which increased 8% over the two years.

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This data indicates the need for continued support of instruction in both ELA and Math for English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups, and English Language Development support for our English Learner subgroup, as we have yet to meet our goal of students performing at or above expectation in these subject areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency	52% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	55% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.		
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> 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 	<p>(17-18) 48% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 35% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 43% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 34% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 31% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 20% of Socioeconomically Disadvantaged students performed at or above grade</p>	<p>46% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>37% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 36% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 25% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level as measured by i-Ready in Mathematics.	
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. 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. 	<p>(17-18) 25% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 11% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 19% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 19% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 21% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 18% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>22% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>22% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 26% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 23% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource 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.
- . Selection of an Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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 teachers and principal 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.

At the start of the 2020-21 school year, our focus shifted from a professional development plan focused on strengthening the PLC to inform instruction and strengthen student achievement for all student groups, to planning for beginning the year with distance learning. The focus of our staff meetings and site learning (professional development) days became establishing and improving a strong virtual classroom, distance learning instructional practices, and emparting strategies to improve student engagement. Subsequent meetings have included topics such as virtual instruction, student engagement, COVID safety and health protocols and school reopening plans.

Despite this shift, a targeted focus for both our English Learners and Students with Disabilities was in place. Both integrated and designated English Language Development (ELD) were delivered weekly during distance learning. Professional development on student engagement and collaboration within the virtual classroom took place on January 11, 2021, and teachers had subsequent meeting time to collaborate on engagement strategies and tools for student collaboration in the virtual classrooms. SAI teachers collaborated with General Education teachers to create a robust schedule that provided students with disabilities both pull out and push in services. Special Education staff worked in collaboration with General Education staff in all staff meetings and professional developments to ensure we were meeting student needs as identified within IEPs. Additionally, we will select a candidate to serve as our Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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

For the 2021-22 school year, we will have an Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom. This position is district-funded and under the direction of the Learning Support Department. We will have no major differences in 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.

For the 2021-2022 school year, our goals will be as follows: 55% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4); 46% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA; 37% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics; 22% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA; 22% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.; 36% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA; 25% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics: (21-22) 26% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA; 23% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.

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 community we continue to be focused on establishing a climate of respect, connectedness, and safety for our students. We remain focused on a strong belief in developing the whole child, inclusive of both social-emotional development and academic excellence.

The social-emotional development and well being of our students is of paramount importance. For students to thrive academically, they need to come to a school where they feel happy, respected and a sense of belonging.

Research indicates that children who are chronically absent in kindergarten and first grade are much less likely to learn to read by the end of third grade, and by sixth grade, chronic absenteeism is a proven early warning sign of dropping out of school. Supporting our families to have students on time and at school is a continued focus. As a result of these efforts, our attendance rate has increased from 95% in the 2018-19 school year to 96.6% in the 2019-20 school year. Similarly, our chronic absenteeism rate reduced over these two school years by .4%.

Suspension is another contributor to students not being in class learning. Punishing a child by sending them home does not support a sustained change in behavior. The utilization of restorative practices allows for students to remain on campus learning while being held accountable for their choices. It also allows students to take responsibility for their actions, understand how their actions impact others, and the opportunity to "right their wrongs" by apologizing and making amends. This approach has resulted in a decrease of student suspensions, having seen a decline of 1.45% between the 2018-19 and 2019-2020 school years.

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

As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are:

As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	Culture/Climate - 85.4% Growth Mindset - 91.3% Self-Management - 78.6% Self-Efficacy - 87.4% Social Awareness - 78.6%	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. (18-19) The school attendance rate was 95.25%. (19-20) The school attendance rate was 96.64%.	The school attendance rate will increase by 0.05% to a rate of 96.69% 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 9.56% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 10.9%. (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 10.5%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 9.5% during the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	<p>(17-18) 2% of students were suspended during the previous school year.</p> <p>(18-19) 1.9% of students were suspended.</p> <p>(19-20) .45% of students were suspended.</p>	Student suspensions will decrease by 0.25% for an overall rate of .2% 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

- Implementation of Harmony SEL (formerly Sanford Harmony Social-Emotional learning program) to be utilized in all classrooms.
- Partnership with San Diego Youth Services (SDYS) to provide small group support sessions on campus.
- Utilization of School Link for referrals to district's partner organizations for interventions and support.
- Partnership with City Hope, which provides a trained volunteer on campus weekly to support student success.
- Weekly "Leopard Life Skills" utilized to teach weekly character traits and conflict resolution strategies.
- Whole class and small group lessons provided by our school Social Worker (School Support Liaison).

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.
- Recognize and reward regular attendance, improved attendance, and consistent attendance.
- With support from our Social Worker, 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 restorative circles, class norms, community meetings, etc.
- Implementation of Positive Behaviors Interventions and Supports (PBIS) to teach and positively reinforce expected behaviors.
- 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

- Implementation of a school wide behavior management plan, aligned to PBIS, inclusive of reteaching and interventions for minor behaviors to support appropriate behavior.
- Partnership between staff and administration to support major behaviors, with use of progressive discipline and exploration of restorative consequences when appropriate.
- 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 a pivot to distance learning for the 2020-21 school year, our site-wide focus in this area did not change. Despite not being able to provide on campus resources such as City Hope and SDYS, we continued to focus on the attendance, engagement and social-emotional well being of our students. While we know that the transition to distance learning may have contributed to both absenteeism and suspension rates, we still celebrate the improvement we had in both areas.

Daily classroom Zooms began with a block of time dedicated to a morning class meeting and social-emotional lessons. Morning announcements utilized the “Great Kindness Challenge” monthly calendars to focus on character traits, which then transitioned to “Leopard Life Skills” during the second half of the year. Our greatest addition this year was a Social Worker, who

worked collaboratively with school staff and families. The scope of this work included individual and small group check ins, whole class character and social-emotional lessons, and a robust system of interventions and supports to support the attendance and engagement of students through distance learning.

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.

For the 2021-2022 school year, our goals will be as follows: student ratings for Growth Mindset, Self-Management, Self-Efficacy and Social Awareness will increase 1% from the baseline percentages as measured on the CORE SEL survey; school attendance rate will increase by 0.05% to a rate of 96.69% for the coming school year; percentage of students with chronic absenteeism will decrease by at least 1% to a rate of 9.5% during the coming school year; student suspensions will decrease by 0.25% for an overall rate of .2% during the coming school year.

A school wide PBIS system will be implemented during the 2021-2022 school year to coincide with our behavior expectation matrix and minor/major behavior referral process.

With regard to attendance, additional incentives and rewards for attendance, as well as parent meetings, will be a focus for the 2020-2021 school year. This work will be supported by a district-deployed social worker, who will be at our site for two days per week.

For the 2021-22 school year, we will continue to have a Social Worker on campus two days per week to aid in social-emotional support and attendance improvement.

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

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. 275 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. 94%

This school has high expectations for all students. 89%

- Overall Support for Academic Learning 91%

I feel welcome to participate at this school. 93%

School staff treats me with respect. 99%

School staff takes my concerns seriously. 92%

School staff welcomes my suggestions. 79%

School staff responds to my needs in a timely manner. 91%

School staff is helpful. 96%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 91%

My child feels welcome at school. 97%

- Overall Sense of Community 92%

This school clearly informs students what would happen if they break school rules. 91%

At this school, discipline is fair. 77%

My child is safe on school grounds. 94%

- Overall Sense of Safety 87%

A review of data indicates that our efforts in these areas have been successful. Overall, the scaled scores for Support for Academic Learning and Sense of Community are over 90%, while the overall

Sense of Safety at is at 87%. Given that this year's parent survey differs from last year's it is difficult to compare year-over-year scores. Scores detailed above will be utilized as baseline for comparison with 2022-23 scores. Similarly, given that a majority of the school year was spent in distance learning and not on campus, scores may be impacted by distance learning. 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 there is an Overall Support for Academic Learning as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree there is an Overall Support for Academic Learning is 91%.	The percentage of parents who agree Overall Support for Academic Learning will increase above baseline.
Percentage of parents who agree that there is 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 there is an Overall Sense of Safety will increase above baseline.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To insure our parents are partners, parent education and training will be offered.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly class newsletters, school website, social media and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community Engagement

- Establish, maintain, and utilize website updates, Peachjar, Blackboard connect and printed materials to communicate with parents.

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.

While COVID has prevented us from holding meetings and events in person, it has not impacted the number and types of events we have held virtually via Zoom or the regular communication between home and school.

In a year of distance learning, regular communication between home and school has been extremely important. All parent meetings (SSC, ELAC, PTA) have been held virtually via Zoom. Weekly calls and emails have continued to be sent, updated families on pertinent information and current events. We have seen an increase in the school wide use of Class Dojo to communicate with parents, teachers and administration, as well as using it for school community announcements during the week. Our Social Worker, along with site administration, has also planned and facilitated monthly parent education meetings to provide content, tips and suggestions on supporting the academic and social-emotional needs of students.

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.

For the 2021-2022 school year, our goals will be as follows: The percentage of parents who agree Overall Support for Academic Learning will increase above baseline (91%), and the percentage of parents who agree there is an Overall Sense of Safety will increase above baseline (87%).

For the 2021-22 school year, we will continue to have a Social Worker on campus two days per week to aide in social-emotional support, attendance improvement and family support.

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
Allison Long	Principal
Paloma Bravence	Classroom Teacher
Brooke Noble	Classroom Teacher
Karen Nunez	Classroom Teacher
Chrystal Thomas	Other School Staff
Rupa Bernstein	Parent or Community Member
Heather Melone	Parent or Community Member
Janell McCrensky	Parent or Community Member
Karly Robinson	Parent or Community Member
Christian DeMent	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2021.

Attested:



Principal, Allison Long on May 20, 2021



SSC Chairperson, Brooke Noble on May 20, 2021