



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northmont Elementary School learning community	37 68197 6038541	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.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement .....	10
School and Student Performance Data .....	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results .....	18
Goals, Strategies, & Proposed Expenditures.....	21
Goal 1.....	21
Goal 2.....	26
Goal 3.....	32
Goal 4.....	38
School Site Council Membership .....	43
Recommendations and Assurances .....	44

# 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 with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: technology, learning management systems, distance learning strategies, student engagement, student collaboration, social emotional learning, Professional Learning Communities, and student safety.

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 equity and student engagement.

## 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)  
Harmony Social-Emotional Learning  
Imagine Learning  
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.

### 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) 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 29, 2021, ELAC Mtg #4 May 20, 2021
- SSC # 4 Meeting, April 29, 2021, 2:30pm; SSC #5 Meeting, May 20, 2021, 2:30pm
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: March 8, 2021 2:30pm, April 12, 2021 2:30pm, April 26, 2021
- Other meetings where the 2021-22 SPSA goals, metrics were discussed (PTA, etc.), April 15, 2021 6:00pm

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



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	53	49	52	11.2%	10.7%	10.5%
Fluent English Proficient (FEP)	17	15	25	3.6%	3.3%	5.1%
Reclassified Fluent English Proficient (RFEP)		8	7	0	15.1%	14.3%

# 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	68	64	68	61	67	61	100	95.3
Grade 4	58	63	56	62	56	62	96.6	98.4
Grade 5	47	57	46	56	46	56	97.9	98.2
Grade 6	70	48	68	47	68	47	97.1	97.9
All Grades	243	232	238	226	237	226	97.9	97.4

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	2421.9	2445.5	23.88	27.87	28.36	32.79	22.39	19.67	25.37	19.67
Grade 4	2477.7	2463.8	26.79	30.65	28.57	20.97	21.43	20.97	23.21	27.42
Grade 5	2512.0	2505.7	26.09	21.43	32.61	25.00	15.22	32.14	26.09	21.43
Grade 6	2521.8	2542.1	11.76	21.28	39.71	34.04	29.41	25.53	19.12	19.15
All Grades	N/A	N/A	21.52	25.66	32.49	27.88	22.78	24.34	23.21	22.12

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	25.37	39.34	46.27	44.26	28.36	16.39
Grade 4	30.36	33.87	48.21	33.87	21.43	32.26
Grade 5	36.96	25.00	32.61	58.93	30.43	16.07
Grade 6	26.47	23.40	51.47	44.68	22.06	31.91
All Grades	29.11	30.97	45.57	45.13	25.32	23.89

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	17.91	19.67	46.27	59.02	35.82	21.31
Grade 4	23.21	17.74	55.36	58.06	21.43	24.19
Grade 5	30.43	19.64	41.30	51.79	28.26	28.57
Grade 6	11.76	31.91	55.88	46.81	32.35	21.28
All Grades	19.83	21.68	50.21	54.42	29.96	23.89

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	17.91	26.23	70.15	60.66	11.94	13.11
Grade 4	14.29	19.35	76.79	61.29	8.93	19.35
Grade 5	17.39	17.86	60.87	62.50	21.74	19.64
Grade 6	22.06	23.40	67.65	65.96	10.29	10.64
All Grades	18.14	21.68	69.20	62.39	12.66	15.93

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	23.88	29.51	50.75	40.98	25.37	29.51
Grade 4	32.14	19.35	50.00	56.45	17.86	24.19
Grade 5	28.26	23.21	45.65	53.57	26.09	23.21
Grade 6	35.29	25.53	54.41	57.45	10.29	17.02
All Grades	29.96	24.34	50.63	51.77	19.41	23.89

# 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	68	64	68	61	68	61	100	95.3
Grade 4	58	63	57	63	57	63	98.3	100
Grade 5	47	57	47	56	47	56	100	98.2
Grade 6	70	48	70	47	70	47	100	97.9
All Grades	243	232	242	227	242	227	99.6	97.8

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	2433.4	2451.7	17.65	22.95	33.82	40.98	25.00	26.23	23.53	9.84
Grade 4	2478.1	2478.8	15.79	17.46	38.60	36.51	28.07	23.81	17.54	22.22
Grade 5	2505.5	2503.9	27.66	17.86	19.15	19.64	19.15	32.14	34.04	30.36
Grade 6	2523.3	2534.0	27.14	19.15	20.00	31.91	30.00	25.53	22.86	23.40
All Grades	N/A	N/A	21.90	19.38	28.10	32.60	26.03	26.87	23.97	21.15

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	32.35	31.15	38.24	49.18	29.41	19.67
Grade 4	35.09	30.16	40.35	38.10	24.56	31.75
Grade 5	34.04	25.00	21.28	37.50	44.68	37.50
Grade 6	34.29	34.04	40.00	42.55	25.71	23.40
All Grades	33.88	29.96	35.95	41.85	30.17	28.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	30.88	32.79	42.65	50.82	26.47	16.39
Grade 4	22.81	31.75	54.39	39.68	22.81	28.57
Grade 5	25.53	23.21	38.30	42.86	36.17	33.93
Grade 6	24.29	23.40	45.71	46.81	30.00	29.79
All Grades	26.03	28.19	45.45	44.93	28.51	26.87

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	29.41	34.43	48.53	55.74	22.06	9.84
Grade 4	17.54	30.16	56.14	41.27	26.32	28.57
Grade 5	23.40	21.43	46.81	42.86	29.79	35.71
Grade 6	21.43	21.28	50.00	53.19	28.57	25.53
All Grades	23.14	27.31	50.41	48.02	26.45	24.67

# 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	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	8
Grade 3	1511.7	*	1514.0	*	1508.8	*	13	*
Grade 4	*	1505.2	*	1494.8	*	1514.8	*	12
Grade 5	*	*	*	*	*	*	*	4
Grade 6	*	*	*	*	*	*	*	5
All Grades							48	44

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	*	*		*		*	*	*	*	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	13	*
4		16.67	*	50.00	*	8.33	*	25.00	*	12
5	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	39.58	20.45	22.92	38.64	*	22.73	25.00	18.18	48	44

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	*	*		*	*	*	*	*	*	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	13	*
4	*	33.33	*	41.67		8.33	*	16.67	*	12
5	*	*		*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	54.17	31.82	*	34.09	*	15.91	*	18.18	48	44

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	*	*		*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	13	*
4		16.67		33.33	*	33.33	*	16.67	*	12
5		*	*	*	*	*	*	*	*	*
6	*	*	*	*		*	*	*	*	*
All Grades	29.17	15.91	*	27.27	*	40.91	33.33	15.91	48	44

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
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	13	*
4	*	25.00	*	50.00	*	25.00	*	12
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	47.92	22.73	31.25	54.55	*	22.73	48	44

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
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*		*	13	*
<b>4</b>	*	50.00		41.67	*	8.33	*	12
<b>5</b>	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	62.50	43.18	*	31.82	*	25.00	48	44

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
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	13	*
<b>4</b>		16.67	*	66.67	*	16.67	*	12
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	35.42	15.91	33.33	63.64	31.25	20.45	48	44

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
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	13	*
<b>4</b>		8.33	*	66.67	*	25.00	*	12
<b>6</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	25.00	20.45	43.75	65.91	31.25	13.64	48	44

# 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 remain focused on continuous improvement. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. Based on our 2018-19 SBAC data, our overall percentage of students meeting or exceeding standards remained stagnant, with a -1% decrease, rather than the 5% increase that we had anticipated in ELA. Our SBAC data further indicates that our overall percentage of students meeting or exceeding standards in Math increased by 2% rather than the 3% anticipated growth. Our English Learner students and Socioeconomically disadvantaged students ranked in the orange range on the CA 2019 Fall Dashboard for both ELA and Math, and our Hispanic students ranked in the orange range in the area of Math on the CA 2019 Fall Dashboard. Our reading level data from Trimester 1 of 2020-21 indicates a slight decline from 63.2% of students meeting or exceeding grade level standards in 2019-20 to 61.7% of students meeting or exceeding grade level standards in 2020-21.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none"><li>Students meeting standard on SBAC will increase 3%.</li><li>Students performing at or above grade level on i-Ready will increase 3%.</li><li>Student groups scoring below the school average will show an increase greater than 3%.</li></ul>	(17-18) 54% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.  (18-19) 54% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.  (19-20) SBAC data is not available due to the suspension of state testing.	57% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.  47.32% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(20-21) 37.32% of students performed at or above grade level as measured by i-Ready in ELA.	
<b>Mathematics</b> <ul style="list-style-type: none"> <li>Students meeting standard on SBAC will increase 3%.</li> <li>Students performing at or above grade level on i-Ready will increase 3%.</li> <li>Student groups scoring below the school average will show an increase greater than 3%.</li> </ul>	<p>(17-18) 50% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 52% 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) 24.82% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>55% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>34.82% 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%.	61.7% of students are reading at grade level at the end of Trimester 1.	64.7% of students will be reading at grade level at the end of Trimester 1.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.

- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **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.
- The District will fund a full time Data and Instruction Coach who will work with individual teachers and PLCs to analyze data and develop strategies to effectively deliver and monitor interventions for all students in need.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **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 Principal, support staff, and grade level PLCs to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- Teachers will collaborate with Principal and support staff, and develop intervention strategies for WIN time.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 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.

Due to funding shortages, we were unable to hire 2 site substitutes to help support the implementation of small group intervention, however teachers continued to implement WIN time and small group intervention as much as possible during the distance learning environment. Teachers also held Office Hours and small reading groups regularly. Teachers continued to work together in PLCs to analyze the results of lessons, student outcomes, and plan for interventions. Teachers provided both synchronous instruction and asynchronous learning activities during distance learning. Staff development centered around student engagement strategies and ensuring rigor and standards alignment through The Distance Learning Playbook work with Doug Fischer and Nancy Frey.

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 funding shortages, we were unable to hire 2 site substitutes to help support the implementation of small group intervention. Teachers established Office Hours to regularly meet with struggling learners. Staff development focused on strategies to engage learners in the virtual environment. Work with the Math Coaches was limited due to virtual learning. The main differences in the application of the strategies listed in this Goal were related to school closures due to COVID19. Our focus turned more to learning how to be online teachers and how to find creative and engaging ways to teach students in an online setting. Our focus remained on essential standards, but a great deal of time was spent discovering ways to increase student engagement. Attendance and social-emotional health and well-being became bigger areas of focus than had originally been intended.

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

As students return to in-person learning we anticipate a greater ability to meet the needs of our students. Teachers will continue to provide small group reading instruction and WIN time to support student learning. PLCs will be able to leverage working as a team to support all students through targeted interventions. Our Extra Support teacher and School Site Substitute will work collaboratively with classroom teachers to provide interventions and 1:1 support for students who need additional time and support to master concepts.

The District will fund a full time Data and Instruction Coach who will work with individual teachers and PLCs to analyze data and develop strategies to effectively deliver and monitor interventions for all students in need.

# 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

Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap. Our most recent SBAC Data is from 2018-19. Our English Learner and Socioeconomically disadvantaged student groups ranked in the orange range on the CA 2019 Fall Dashboard for both ELA and Math, and our Hispanic students ranked in the orange range in the area of Math on the CA 2019 Fall Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none"><li>We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.</li></ul>	38.2% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).  (19-20) On the Trimester 1 ELD Benchmark Test, 40.6% of English Learners scored Bridging (highest) on the Speaking portion; 0% scored Bridging on the Writing portion. *Not all EL students participated due to COVID.  (20-21) On the Trimester 1 ELD Benchmark Test, 56.5%% of English Learners scored Bridging on the Speaking portion; 39.1% scored Bridging on the Writing portion. *Not all EL students participated due to COVID.	41.2% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).  59.5% of English Learners will score Bridging on the Speaking portion of the Trimester 1 ELD Benchmark Test  42.1% of English Learners will score Bridging on the Writing portion of the Trimester 1 ELD Benchmark Test

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> <li>We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC.</li> <li>We will increase the percentage of students performing at or above grade level on i-Ready in ELA.</li> <li>We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics</li> </ul>	<p>(17-18) 42% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 41% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 44% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 40% 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) 34.40% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 20.09% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>47% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA (increase of 3%).</p> <p>44% 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) 44.40% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 30.09% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>We will increase the percentage of Students with</li> </ul>	<p>(17-18) 11% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p>	<p>25% of Students with Disabilities in grades 3-6 will meet/exceed standard as</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Disabilities who meet standard as measured by SBAC.</p> <ul style="list-style-type: none"> <li>We will increase the percentage of students performing at or above grade level on i-Ready in ELA.</li> <li>We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics.</li> </ul>	<p>(17-18) 24% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 22% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 33% 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) 17.91% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 11.76% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>measured by SBAC in ELA (increase of 3%).</p> <p>36% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics (increase of 3%).</p> <p>19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 27.19% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 21.76% 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.
- The District will fund a full time Data and Instruction Coach who will work with individual teachers and PLCs to analyze data and develop strategies to effectively deliver and monitor interventions for all students in need.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

#### **Strategy/Activity**

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by Principal, support staff, and grade level PLCs to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).

- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- Teachers will be given release time once per trimester to analyze data, plan quality instruction, collaborate with Principal and support staff, and develop intervention strategies for WIN time.
- The District will fund a full time Data and Instruction Coach who will work with individual teachers and PLCs to analyze data and develop strategies to effectively deliver and monitor interventions for all students in need.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 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.

Due to funding shortages, additional support teachers were not rehired and therefore release days for teachers were difficult to plan. Distance learning made it difficult to reach all our English Learners. At times students struggled to come to the assigned Zoom sessions for their designated EL time. Teachers did implement as many strategies as possible through distance learning. Catch-Up plans were completed, discussed, and sent to parents. Additionally, our Extra Support teacher, hired during Distance Learning met regularly with our upper grade EL students and supported our primary EL students during their regular Zoom meetings. All SAI teachers offered to all students and provided in-person instruction to students who elected to participate, throughout the school closures. In-person instruction was also offered and provided to high risk students. Additional intervention and counseling groups were provided to students via Zoom by our School Site Substitute and Extra Support Teacher.

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 funding shortages, additional support teachers were not rehired and therefore release days for teachers were difficult to plan. Distance learning made it difficult to reach all our English Learners. At times students struggled to come to the assigned Zoom sessions for their designated EL time. Teachers did implement as many strategies as possible through distance learning. Catch-Up plans were completed, discussed, and sent to parents. Additionally, our Extra Support teacher, hired during Distance Learning met regularly with our upper grade EL students and supported our primary EL students during their regular Zoom meetings. All SAI teachers offered to all students and provided in-person instruction to students who elected to participate, through out the school

closures. In-person instruction was also offered and provided to high risk students. Additional intervention and counseling groups were provided to students via Zoom by our School Site Substitute and Extra Support Teacher.

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 the 2021-22 school year we plan to hire a school site substitute for 3 days per week to continue to assist with intervention support and allow teachers to collaborate and plan for WIN groups. Additionally the District will support schools with a full time School Site Substitute. This will allow us to have a team of support staff who will assist with intervention and monitoring progress of high risk groups. We will continue to have SAI teachers and general education teachers will work closely together to ensure students progress. We will continue with strategies that ensure success with our students and look at data throughout the school year to ensure progress with our students on the SBAC. We will continue to monitor ELD as well as student progress and log in frequency with Imagine Learning. We will continue to implement and monitor intervention strategies such as Imagine Learning, Lexia, WIN Time small group instruction, as well as ELD instruction and small reading groups. SAI staff will continue to monitor and support students with disabilities. Principal will continue monitoring ELD groups and intervention groups.

The District will fund a full time Data and Instruction Coach who will work with individual teachers and PLCs to analyze data and develop strategies to effectively deliver and monitor interventions for all students in need.

# 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

This goal is a reflection of our strong belief in developing the "whole" child in addition to academic excellence. Due to COVID19 and Distance Learning throughout this school year we encountered significant increases in social-emotional needs with students, and a higher rate of disengagement than ever before. Our staff, including teachers, psychologist, social worker, and support staff have worked closely with the principal to create strategies and activities, small group instruction, social skills groups, etc to address these challenges. We will continue to work collaboratively to address the continuing social emotional needs of our students.

## 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 - 78 % Growth Mindset - 83.5% Self-Management - 81.7% Self-Efficacy - 72.5% Social Awareness - 64.2%	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 95.22% for the previous school year.	The school attendance rate will increase by 0.05% to a rate of 95.27% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(18-19) The school attendance rate was 94.74%.</p> <p>(19-20) The school attendance rate was 96.34%.</p>	
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 10.63% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 14.5%.</p> <p>(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.</p> <p>District data shows that the chronic absentee rate at our site was 12.72%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 11.72% 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.	<p>(17-18) .98% of students were suspended during the previous school year.</p> <p>(18-19) 1.7% of students were suspended.</p> <p>(19-20) 1.44% of students were suspended.</p>	Student suspensions will decrease by .05% for an overall rate of 1.35% during the coming school year.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

## All Students

### Strategy/Activity

#### Character Education

- Continue implementing anti-bullying programs, and other Character Education programs.
- Implement an anti-bullying week in the coming school year.
- Participate in Red Ribbon Week activities.
- Provide assemblies focused on character development when allowed.
- Hold awards assemblies every 6 weeks, honoring students who demonstrate positive behavior based on specific character traits emphasized monthly.
- Provide a daily message to the student body which includes a common message and praise for students and adults displaying positive social/emotional and/or academic and behavioral achievements.
- Work with school social worker to Provide SEL Powerpoint and lessons with a school-wide focus each week.
- Social Worker will provide Second Step lessons to classes regularly.
- Participate in Professional Development in the areas of PBIS (Positive Behavior Interventions and Supports, and Equity through "Courageous Conversations."

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

#### Consistent Attendance

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

##### **Restorative Practices**

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

##### **Behavior**

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.

- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Participate in Professional Development in the areas of PBIS (Positive Behavior Interventions and Supports, and Equity through "Courageous Conversations."

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 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.

Due to the COVID19 Distance Learning Environment all Social Emotional learning strategies were conducted with classes via Zoom. School-wide we implemented SEL lessons that had a common focus and were developed by our social worker. The staff continued to create an environment through Zoom that included Social-Emotional lessons. Due to school closures related to COVID-19, there was a great focus on students' social-emotional wellbeing and engagement in school. Teachers explored new ways to engage students and motivate them to attend all Zoom sessions. Messages focused students and teachers on engagement strengths and perseverance. Teachers created relationships with their students and among students with morning circles and check-ins. Our social worker helped make contact with students with attendance concerns and provided 1:1 and small group support with students as needed. Students who were disengaged or who had significant struggles with the online format were invited to attend in-person learning or social skills opportunities.

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

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

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

The District will fund two days a week of Social Worker time to work closely with students individually, in small social skills groups, and to assist with attendance rates, parent education, and staff development.

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

All classroom teachers and support staff will implement Sanford Harmony, a character education program, weekly. Our social worker will continue to prepare and present SEL lessons with a common focus for all classes. These will coordinate with Sanford Harmony lessons as much as possible. PLCs will work collaboratively to plan the lessons and provide continuity school wide.

School Site Substitutes will be available to help support students in small group and in coordination with our social worker and classroom teachers when not needed to cover a classroom teacher absence.

# 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. 54% 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. 87%

- Overall Support for Academic Learning 91%

I feel welcome to participate at this school. 92%

School staff treats me with respect. 96%

School staff takes my concerns seriously. 93%

School staff welcomes my suggestions. 77%

School staff responds to my needs in a timely manner. 94%

School staff is helpful. 95%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 93%

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. 90%

At this school, discipline is fair. 82%

My child is safe on school grounds. 94%

- Overall Sense of Safety 89%

A review of data indicates that our efforts in these areas have been successful: Overall Support for Academic Learning, Overall Sense of Community, and Overall Sense of Safety. While we celebrate

this growth, we will continue to put great emphasis on building and maintaining these partnerships. There are several areas we will continue to work with our community to increase the level of satisfaction. These specific areas include: Fair discipline for all students (82% satisfaction rate),

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that "At this school, discipline is fair" as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree "At this school, discipline is fair" is 82%.	The percentage of parents who agree "At this school, discipline is fair" will increase to 87% ) .
Percentage of parents who agree that "School staff welcomes my suggestions" as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree "School staff welcomes my suggestions" is 77%.	The percentage of parents who agree "School staff welcomes my suggestions" w will increase to 82%.

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)
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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

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Community engagement

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

African American Students, Latino Students, and English Learners

### Strategy/Activity

Northmont teachers will engage in learning around equity to develop mindsets and practices that interrupt the inequitable practices and remove the predictable patterns of student achievement among underperforming student groups in partnership with SDSU Garden Plot Courageous Conversations.

- Establish a Leadership Team that will meet regularly and provide support and direction to staff based on learning and tools acquired through participation in Courageous Conversations
- Leadership Team will lead work with staff to identify and implement instructional priorities based on greatest area of need
- Staff will participate in site-based professional development around implicit bias and gain insight around the impact of bias on teacher expectations and student achievement.
- Grade level teams will work together to identify and address how and where bias impacts their practice and student performance.
- Staff will participate in professional development to explore culturally responsive pedagogy and the importance of culturally responsive curriculum and instructional materials.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 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.

Due to COVID-19 school closures, parent engagement and communication was critical. Parents were engaged in all steps along the way as we made plans to reopen schools and adjusted to changing guidelines from the CA Department of Public Health. Parents received more communication this year than in prior years as changes were frequent and information was critical. Weekly parent information letters were sent out via Blackboard and posted on our website. Social Media sites were updated with fun and informative posts. The school YouTube station had fun videos created by staff to engage and motivate our families. Parents were reminded and encouraged to update their contact information frequently. Personal individualized phone calls were made to families when they did not respond to important surveys or attendance and engagement concerns. Parent education was provided via Zoom at various times throughout the week and at different times throughout the day in an effort to enable the greatest number of parents possible to view sessions. Some parent education sessions were recorded and posted to our website to allow parents to view the information at a time that was convenient for each family.

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

- Major differences in the goal due to school closures and limits on gatherings resulted in parent education sessions being held via Zoom rather than held in person.

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

We will begin to record Parent Education presentations to have available for parents to view at home or at other times if they are unable to attend the presentation at the school.

Recommendations submitted by parents for parent education topics will be utilized during the 2021-22 school year. We will host events on a variety of days and times. We will continue to provide professional development for all staff in the area of Equity and Closing the Achievement Gap. We will continue to investigate ways to more effectively reach our parent community and achieve a high level of involvement in Parent Education offerings. We will work with our PTA for ideas and support in reaching a wider audience, in addition, we will specifically survey our parents of underperforming groups to better understand the needs of their families and students.

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Laura Hollis	Principal
Kristin Ashworth	Classroom Teacher
Andrea Smith	Classroom Teacher
Katy Orr	Classroom Teacher
Brenda Keagy	Other School Staff
Jill Richison	Parent or Community Member
Ann Chavez	Parent or Community Member
Etenesh Gould	Parent or Community Member
Cece Butcher	Parent or Community Member
Latrishia Hernandez	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



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, Laura Hollis on 5/20/21



SSC Chairperson, Cece Butcher on 5/20/21