



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rolando Elementary School learning community	37-68197-6038574	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: Student Engagement, Student Talk, Essential Standards, Effective Teaching Strategies, Social-Emotional Learning, and Equity.

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 Student Engagement, Student Talk, and Equity.

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
Raz-Plus
Lexia
Imagine Learning
ST Math

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 15, 2021, 3:00 p.m.
- SSC # 4 Meeting, April 15, 2021, 3:00 p.m.; SSC #5 Meeting, May 20, 2021. 3:00 p.m.
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: April 26, 2021, 1:45 p.m. and May 17, 2021, 1:45 p.m.
- Other meetings where the 2021-22 SPSA goals, metrics were discussed: (PTA, etc.), April 22, 2021, 7:00 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%			0
African American	8.36%	10.59%	9.56%	45	59	50
Asian	6.51%	6.1%	5.93%	35	34	31
Filipino	1.30%	0.9%	1.53%	7	5	8
Hispanic/Latino	45.54%	44.7%	42.83%	245	249	224
Pacific Islander	0.19%	0.18%	0.19%	1	1	1
White	25.84%	26.21%	30.78%	139	146	161
Multiple/No Response	%	%	0%			0
Total Enrollment				538	557	523

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	73	71	71	13.6%	12.7%	13.6%
Fluent English Proficient (FEP)	34	37	22	6.3%	6.6%	4.2%
Reclassified Fluent English Proficient (RFEP)	1	11	1	1.4%	15.1%	1.4%

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	107	79	105	78	105	78	98.1	98.7
Grade 4	67	70	64	69	64	69	95.5	98.6
Grade 5	71	60	70	58	70	58	98.6	96.7
Grade 6	55	65	55	65	55	65	100	100
All Grades	300	274	294	270	294	270	98	98.5

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	2420.6	2424.3	26.67	30.77	16.19	17.95	24.76	21.79	32.38	29.49
Grade 4	2453.3	2450.0	28.13	23.19	15.63	17.39	17.19	14.49	39.06	44.93
Grade 5	2500.0	2453.0	22.86	15.52	31.43	13.79	12.86	20.69	32.86	50.00
Grade 6	2497.0	2493.0	5.45	12.31	32.73	21.54	32.73	30.77	29.09	35.38
All Grades	N/A	N/A	22.11	21.11	22.79	17.78	21.77	21.85	33.33	39.26

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	24.04	26.92	44.23	43.59	31.73	29.49
Grade 4	29.69	30.43	34.38	34.78	35.94	34.78
Grade 5	34.29	24.14	32.86	29.31	32.86	46.55
Grade 6	14.55	18.46	43.64	36.92	41.82	44.62
All Grades	25.94	25.19	39.25	36.67	34.81	38.15

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	28.85	23.08	35.58	48.72	35.58	28.21
Grade 4	20.31	15.94	40.63	47.83	39.06	36.23
Grade 5	25.71	15.52	41.43	39.66	32.86	44.83
Grade 6	7.27	9.23	54.55	60.00	38.18	30.77
All Grades	22.18	16.30	41.64	49.26	36.18	34.44

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	16.35	26.92	66.35	52.56	17.31	20.51
Grade 4	15.63	18.84	62.50	53.62	21.88	27.54
Grade 5	20.00	8.62	55.71	55.17	24.29	36.21
Grade 6	7.27	16.92	69.09	56.92	23.64	26.15
All Grades	15.36	18.52	63.48	54.44	21.16	27.04

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	30.77	20.51	42.31	47.44	26.92	32.05
Grade 4	31.25	21.74	37.50	42.03	31.25	36.23
Grade 5	28.57	18.97	41.43	20.69	30.00	60.34
Grade 6	21.82	21.54	60.00	40.00	18.18	38.46
All Grades	28.67	20.74	44.37	38.52	26.96	40.74

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	107	79	104	78	104	78	97.2	98.7
Grade 4	67	70	64	69	64	69	95.5	98.6
Grade 5	71	60	70	59	70	59	98.6	98.3
Grade 6	55	65	54	65	54	65	98.2	100
All Grades	300	274	292	271	292	271	97.3	98.9

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2413.9	2429.4	14.42	17.95	28.85	32.05	22.12	19.23	34.62	30.77
Grade 4	2460.3	2443.0	21.88	10.14	15.63	20.29	32.81	36.23	29.69	33.33
Grade 5	2486.1	2476.1	20.00	23.73	14.29	8.47	27.14	25.42	38.57	42.37
Grade 6	2498.0	2489.0	11.11	13.85	11.11	10.77	40.74	36.92	37.04	38.46
All Grades	N/A	N/A	16.78	16.24	19.18	18.82	29.11	29.15	34.93	35.79

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	19.23	32.05	39.42	33.33	41.35	34.62
Grade 4	25.00	18.84	31.25	34.78	43.75	46.38
Grade 5	28.99	25.42	18.84	27.12	52.17	47.46
Grade 6	14.81	16.92	37.04	33.85	48.15	49.23
All Grades	21.99	23.62	32.30	32.47	45.70	43.91

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	17.31	35.90	41.35	37.18	41.35	26.92
Grade 4	25.00	11.59	40.63	39.13	34.38	49.28
Grade 5	18.57	20.34	41.43	30.51	40.00	49.15
Grade 6	12.96	10.77	44.44	44.62	42.59	44.62
All Grades	18.49	20.30	41.78	38.01	39.73	41.70

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	22.12	24.36	51.92	43.59	25.96	32.05
Grade 4	26.56	17.39	37.50	33.33	35.94	49.28
Grade 5	14.49	16.95	43.48	35.59	42.03	47.46
Grade 6	5.56	10.77	48.15	41.54	46.30	47.69
All Grades	18.21	17.71	46.05	38.75	35.74	43.54

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	*	1446.5	*	1430.9	*	1482.2	*	11
Grade 1	*	1481.9	*	1488.3	*	1475.1	*	11
Grade 2	1490.6	1549.9	1486.8	1536.7	1493.8	1562.7	12	11
Grade 3	1505.4	*	1493.1	*	1517.1	*	14	9
Grade 4	1507.5	1534.1	1495.1	1534.3	1519.3	1533.5	11	11
Grade 5	*	*	*	*	*	*	*	9
Grade 6	*	*	*	*	*	*	*	9
All Grades							67	71

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	*	36.36	*	18.18	*	36.36	*	9.09	*	11
1	*	27.27	*	36.36	*	36.36		0.00	*	11
2	*	45.45	*	27.27	*	18.18	*	9.09	12	11
3	*	*	*	*	*	*		*	14	*
4	*	27.27	*	54.55	*	18.18	*	0.00	11	11
5	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	37.31	29.58	38.81	43.66	16.42	21.13	*	5.63	67	71

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	*	18.18	*	27.27	*	36.36	*	18.18	*	11
1	*	45.45	*	36.36		18.18		0.00	*	11
2	*	45.45	*	36.36		18.18	*	0.00	12	11
3	*	*	*	*	*	*		*	14	*
4	*	54.55	*	27.27	*	18.18		0.00	11	11
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*		*		*	*	*
All Grades	49.25	40.85	38.81	36.62	*	18.31	*	4.23	67	71

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	*	36.36	*	18.18	*	27.27	*	18.18	*	11
1	*	18.18	*	36.36	*	36.36	*	9.09	*	11
2	*	45.45	*	18.18		27.27	*	9.09	12	11
3	*	*	*	*	*	*		*	14	*
4	*	9.09	*	54.55	*	36.36	*	0.00	11	11
5		*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*
All Grades	25.37	21.13	29.85	30.99	31.34	38.03	*	9.86	67	71

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	*	18.18	*	72.73	*	9.09	*		11
1	*	54.55	*	45.45		0.00	*		11
2	*	45.45	*	54.55	*	0.00	12		11
3	*	*	*	*	*	*	14		*
4	*	45.45	*	45.45		9.09	11		11
5	*	*	*	*	*	*	*		*
All Grades	58.21	29.58	35.82	61.97	*	8.45	67		71

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	*	18.18	*	63.64	*	18.18	*	11
1	*	27.27	*	72.73		0.00	*	11
2	*	63.64	*	36.36	*	0.00	12	11
3	*	*	78.57	*		*	14	*
4	*	63.64	*	36.36		0.00	11	11
5	*	*	*	*	*	*	*	*
All Grades	40.30	49.30	55.22	45.07	*	5.63	67	71

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	*	27.27	*	63.64	*	9.09	*	11
1	*	45.45	*	45.45	*	9.09	*	11
2	*	36.36	*	54.55	*	9.09	12	11
3	*	*	*	*	*	*	14	*
4	*	0.00	*	81.82	*	18.18	11	11
All Grades	26.87	18.31	47.76	69.01	25.37	12.68	67	71

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	*	63.64	*	18.18	*	18.18	*	11
1	*	27.27	*	63.64	*	9.09	*	11
2	*	45.45	*	36.36	*	18.18	12	11
3	*	*	*	*		*	14	*
4	*	27.27	*	72.73	*	0.00	11	11
5	*	*	*	*	*	*	*	*
All Grades	44.78	32.39	43.28	59.15	*	8.45	67	71

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 the fact that our achievement data reveals about our students and how we intend on addressing them. We have yet to meet the goal of each and every student performing at or above expectation, however current school level data shows progress in mastery of Essential Standards and reading levels. We expect that this progress will translate to performance on state and district level assessments. We will continue to focus targeted academic supports for our 2 lowest tiered student groups who are underperforming.

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 3%.Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 46% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 39% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) Essential Standards By Grade Level: 63% of students in kindergarten met/exceeded	49% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA. 49% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>standard as measured by common formative assessment</p> <p>87% of students in 1st grade met/exceeded standard as measured by common formative assessment</p> <p>78% of students in 2nd grade met/exceeded standard as measured by common formative assessment</p> <p>60% of students in 3rd grade met/exceeded standard as measured by common formative assessment</p> <p>58% of students in 4th grade met/exceeded standard as measured by common formative assessment</p> <p>52% of students in 5th grade met/exceeded standard as measured by common formative assessment</p> <p>56% of students in 6th grade met/exceeded standard as measured by common formative assessment</p> <p>(20-21) 39% of students performed at or above grade level as measured by i-Ready in ELA.</p>	
<p>Mathematics</p> <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 3%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 37% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 35% 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% of students performed at or above grade</p>	<p>40% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>30% of 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.	
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	(19-20) 65% of students are reading at grade level at the end of Trimester 1. (20-21) 56% of students are reading at grade level at the end of Trimester 1. 70% of students are reading at grade level at the end of Trimester 2.	68% 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, grade-level data days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Staff will participate in monthly data days to monitor student progress and identify specific learning needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 and how they align with No Excuse University 6 Exceptional Systems.
- 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.
- Establish targeted school-wide and grade level specific areas of growth based on classroom walk-throughs.

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.
- 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.
- Staff will continue to learn, grow, and apply the 6 Essential Systems of No Excuses University including Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- An Instruction and Data Support Teacher will be hired to assist with data analysis, targeted instructional strategies, and coaching.
- 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 with the support of Site Sub, Student Helper, Library Media Tech, and para professionals.
- 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily with the support of Site Sub, Student Helper, Library Media Tech, and para professionals.
- Progress will be monitored using Literably.
- Our Hispanic and Students with Two or More Races student groups will receive additional targeted support during daily reading groups and math intervention.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- District benchmark data will be analyzed in August of the new school year to determine placement in intervention program(s) (Lexia, FLEX) with initial placement made in Fall of the new school year and reviewed after each program benchmark assessment.
- Hire a site substitute teacher to support classroom teachers with targeted reading intervention.
- Extend LLRT hours to assist with small reading groups and additional ELA intervention.
- 4-6 students will have access to an online math program such as IXL, iReady, Desmos, and/or Prodigy as a Response to Intervention for math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 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.

Even with the challenge of distance learning due to COVID, Rolando was able to implement most of the stated strategies with the focus on student achievement. Rolando's PLCs are stronger than ever with their dedicated focus on Essential Standards, effective instruction, and use of data through the 6 Exceptional Systems of No Excuses University. Each grade-level team continues to track progress towards identified Essential Standards. Due to COVID, our teams did not meet for official grade-level data days, however, each team continued to monitor data during multiple weekly collaboration meetings. High quality teaching and learning was evidenced through multiple virtual classroom visits based on the strategies outlined in The Distance Learning Playbook, which aligns with 5 Dimensions of Teaching and Learning.

Although our goal for students to increase their overall reading level by the end of trimester 1 was not met, our students surpassed this goal by the end of trimester 2 with 70% of our students reading at or above grade level, an increase of 14% proficiency from trimester 1. In 2018-19, 3 - 6th grade SBAC data for ELA indicated 36% of students met/exceed proficiency. We do not have current SBAC data, however, 44% of 3 - 6 grade students have achieved mastery of ELA Essential Standards, which equates to a 4% increase in proficiency from the most current SBAC data. The increase in student achievement can be attributed to dedication reading groups and targeted in-person small group instruction.

Limited data is available regarding math due to COVID.

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

The majority of PD was accomplished through teacher selected district online catalogue as we focused our site based PD on engagement strategies and COVID safety. An additional 5th grade teacher was hired mid-year to support hybrid learning.

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

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Achieve

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

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal of each and every student group performing at or above expectation. We are committed to closing the achievement gap. Based on 2018-19 data both Socioeconomically Disadvantaged students and Students with Disabilities made limited progress in Math and ELA.

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 (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.	60.3% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	63.3% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged <ul style="list-style-type: none">We will increase the percentage of Socioeconomically Disadvantaged	(17-18) 34% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	37% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>students who meet standard as measured by SBAC.</p> <ul style="list-style-type: none"> 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) 23% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 32% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 27% 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) 28% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 14% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>30% 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) 33% 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>
<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 	<p>(17-18) 4% 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</p>	<p>10% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>14% of Students with Disabilities in grades 3-6 will meet/exceed standard as</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>students performing at or above grade level on i-Ready in ELA.</p> <ul style="list-style-type: none"> We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics. 	<p>measured by SBAC in Mathematics.</p> <p>(18-19) 7% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 7% 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) 11% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 13% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>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) 15% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 18% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p>
English Learner Progress	(20-21) 15.7% of the 51 students tested scored at the bridging level on the district ELD benchmark assessment.	Increase percentage of EL students at the bridging level as measured by the district ELD benchmark assessment.

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 80% during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency (Elementary Schools only).
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August. of the new school year.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

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

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- Special Education team will collaborate with district program managers on a weekly basis up to October Break.
- Special Education team will meet weekly to analyze student data, IEP goals, progress, and effective teaching strategies.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SAI and Gen Ed teachers will collaborate and begin to co-teach Essential Standards lessons.
- SBAC and District benchmark data will be analyzed by in the early part of the new school year to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).

- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, FLEX, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- Students performing below grade level in math skills will receive targeted math instruction in small groups 2 - 3 times per week to address their assessed needs.
- Special Education team will meet weekly with principal to monitor and ensure appropriate allocation of resources, timelines, and student needs are being met.

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.

All strategies for Goal 2 were implemented fully with students who attended distance learning and targeted in-person small group instruction. Teachers, principal, office staff, paraprofessionals, campus attendants, and social worker provided supports such as home delivery, modified schedules, language support, and frequent contact to increase levels of engagement for students not attending class.

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

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

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

We plan to maintain the current level of support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 Engage

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

Goal 3

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

Identified Need

As a school committed to a culture of universal achievement and social success for all, we remain focused on continuous improvement. This goal is a result of the fact that our current data reveals we have made significant progress in reducing chronic absenteeism and increasing attendance. However, we have work to do regarding suspension rate, although it decreased slightly, we have yet to meet the goal of each and every student being equipped with the skills and disposition necessary for success in high school, life, and workplace through establishing a climate of respect, connectedness, and safety for our students.

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 - 75% Growth Mindset - 82.5% Self-Management - 73.8% Self-Efficacy - 65% Social Awareness - 60%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - 88% Growth Mindset - 85% Self-Management - 77% Self-Efficacy - 68% Social Awareness - 63%
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.33% for the previous school year. (18-19) The school attendance rate was 95.26%.	The school attendance rate will increase by 0.05% to a rate of 96.45% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(19-20) The school attendance rate was 96.4%.	
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 11.93% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 11.1%.</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>(19-20) District data indicates that the chronic absentee rate at our site was 10.87%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 9.87% 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) 2.18% of students were suspended during the previous school year.</p> <p>(18-19) 4.3% of students were suspended.</p> <p>(19-20) 4.1% of students were suspended.</p>	Student suspensions will decrease for an overall rate of 1% during the coming school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Character and Social Emotional Education:

- Continue implementing Safe-School Ambassadors, anti-bullying programs, Watch DOGS, and Character Education.
- Regular recognition of students exhibiting positive character and positive and/or improved behavior: Character Circle, Awards Assemblies, Character Praise notes, Academic Success Award phone calls home.
- Investigate and implement alternatives to students being sent out of class for negative behavior, targeting African American, Hispanic, and Two or More Races subgroups.
- Staff will consistently implement social emotional lessons from Sanford Harmony, a research based program which identifies practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying.
- Social worker will provide additional social emotional lessons on a weekly basis based on current needs.
- Hire a social worker to support students, families, and staff with student behaviors, specifically targeting positive intervention for our African American, Hispanic, and Two or More Races subgroups.
- Hire a Mental Health Service Provider to support students, families, and staff with student behaviors and small counseling groups to address needs with students during the school day.
- Partner with San Diego Youth Services to support student, families, and staff with student behaviors, including 6 week small group counseling sessions such as Keep Calm, Girl Talk, and Leadership Skills.
- Staff will participate in equity training through professional development with the guidance of Trudy Arriaga, author of Opening Doors, An Implementation Template for Cultural Proficiency.
- Partner with local agencies to implement Handle with Care, a system of providing support for students experiencing trauma.
- Daily sweep/check in with staff member to ensure student's basic needs are met.
- All teachers welcome students into their classrooms with a morning greeting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Provide time with therapy dog for students with chronic attendance issues in an effort to help these students build relationships and connections with the school campus.

- Students will be recognized and celebrated for reaching or exceeding our school wide attendance goal each trimester.
- Daily school-wide monitoring of attendance. Hire 2 days of Social Worker assists with and put system in place to contact and work with parents of chronically absent students, providing incentives for improvement, as well as additional targeted support for our African American and White subgroups.
- Connect with local community agencies (City Hope) to provide social/emotional support for chronically absent students.
- Provide parent workshops on the topic of attendance.
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Continue current system of communicating and working with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.
- Safety Patrol ensures students have a safe route to school.
- Walk/Jog and basketball for families before school provides an opportunity for students and parents to exercise and build relationships before school. Participating students are early to school, and therefore not marked tardy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

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

- Hire a social worker and Mental Health Therapist to support students and families with social-emotional learning.
- Staff members "adopt", check in with daily, targeted students in an effort to build positive relationships and support as needed.
- In collaboration with City Hope, a trained volunteer will meet with specified students weekly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Behavior

- School will establish a behavior focused Guiding Coalition which will research and focus on Tier 1 positive behavior supports for all students.
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Staff will continue a book study of How to Train a Llama, a book which focuses on building relationships, teaching and implementing routines & systems, and positive behavior intervention strategies.
- School staff will partner with District Support Providers to gain skills and strategies focused on PBIS that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Staff will be involved in Professional development and consistent implementation of Sanford Harmony, a research based program which identifies practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying.

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.

School attendance, students with chronic absenteeism, and the amount of time students are present in class all improved during the 19-20 school year as measured by district data. This success was due to the ability to successfully implement social-emotional learning through Sanford Harmony, Character Education based on the 6 pillars of character, establish positive relationships through classroom circles and 10:2, focus on positive behavior interventions, and continue our professional development regarding SEL, and behavior through distance learning. In addition, our social worker supported our community with specific lessons, resources, and 1:1 check ins fostering relationships and providing social emotional support. Rolando's Health Tech and social worker collaborated closely to monitor, support, and intervene with our students' attendance, both in regards to engagement and daily virtual instruction. Home visits, providing individual schedules, delivering alarm clocks & learning packets, hosting parent education based on community desires, phone calls, and 1:1 zoom sessions are all ways in which our social worker provided individualized supports to our community. In cases of chronic absenteeism, our social worker invited our district Probation Officer to step in and help provide support.

Due to COVID, we were unable to implement strategies that were specific to in-person learning such as small counseling groups, trimester attendance celebrations, Safety Patrol, Walk/Jog, training of Campus Attendants, and targeted daily check-ins, behavior guiding coalition, and implementing alternatives to students being sent out of class for negative behavior. However, with students returning to in-person learning, we are planning on implementing targeted daily check-ins and alternatives to students being sent out of class for negative behavior.

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

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

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

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

- Hire a Mental Health Provider to support student, families, and staff with social-emotional needs.
- Partner with local agencies to implement Handle with Care.
- Staff will participate in equity training through professional development with the guidance of Trudy Arriaga, author of Opening Doors, An Implementation Template for Cultural Proficiency.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage

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

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal of each and every student performing at or above expectation. Engagement of our parents is critical for our students' success.

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. 205 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. 92%

This school has high expectations for all students. 88%

- Overall Support for Academic Learning 90% with 7% neither agreeing or disagreeing

I feel welcome to participate at this school. 87%

School staff treats me with respect. 94%

School staff takes my concerns seriously. 89%

School staff welcomes my suggestions. 73% with 25% neither agreeing or disagreeing

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

School staff is helpful. 95%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 87%

My child feels welcome at school. 96%

- Overall Sense of Community 89% with 9% neither agreeing or disagreeing

This school clearly informs students what would happen if they break school rules. 86%

At this school, discipline is fair. 75% with 20% neither agreeing or disagreeing
 My child is safe on school grounds. 90%

- Overall Sense of Safety 83% with 13% neither agreeing or disagreeing

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that the school has high expectations for all students as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree the school has high expectations for all students is 88% with 10% neither agreeing or disagreeing.	The percentage of parents who agree the school has high expectations for all students will increase above baseline data.
Percentage of parents who agree that their child's background is respected at this school as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that my child's background is respected at this school is 87% with 10% neither agreeing or disagreeing.	The percentage of parents who agree that my child's background is respected at this school will increase above baseline data.

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.
- Expand our work with Trudy Arriaga and equity with school committees such as ELAC, SSC, PTA, and parent education opportunities.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates throughout the school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.
- Work with district, community agencies, and social worker to provide parent education on a variety of dates/times (mornings and evenings) on topics including: supporting your child academically, fostering self-esteem in your child, communicating to connect, and other topics parents express interest in.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- Utilize parent information systems such as Blackboard Connect, weekly videos, weekly announcements on school website, Jupiter Grades, and Friday Folders to enhance home/school communication.
- Utilize apps like Seesaw, Google Classroom, and Jupiter Grades to enhance home/school communication.
- Facilitate communication between students and their families using student planners.
- PTA monthly newsletters.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.
- Bi-monthly parent forums will be held alternating between morning and evenings with the principal to elicit parent input.

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

- Maintain, and utilize website updates, Twitter feed, Facebook, Instagram, and other social media platforms to foster communication with parents and families specifically, and the community at large.
- Engage community members in providing reading support, music, and art instruction.
- Increase PTA presence around campus during school hours and events.
- Increase participation of 4th - 6th grade families in school events.

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.

In transitioning everything to a virtual environment, we were able to implement the majority of our planned strategies effectively. ELAC and SSC were training on their roles and responsibilities and met on a regular basis via Zoom. SSC took on the responsibilities of ELAC and conducted a family survey. Parent education was shared via weekly blasts and tailored to parent needs based on a survey held at different times throughout the day. The principal held several informational meetings and informal Coffee with the Principal get-togethers via Zoom. Digital communication was offered via email, Jupiter Ed, and Seesaw. Upper grade students continued the use of student planners to facilitate communication between students and families. Weekly "blasts" in written, oral, and video format were provided regularly highlighting learning, weekly schedules, surveys, newsletters, invitations to events/meetings, and other pertinent information. Translation and interpreters were provided at meetings and for written communication on an as needed basis. We ramped up our social media presence throughout the school year, offering an increase of PTA virtually. Music, art, dance, and virtual field trips were conducted in varying degrees and grade-levels as well. PTA and our social worker partnered with Monie and Moes to collect and distribute food to families in need.

Due to COVID we were unable to hold a variety of in-person parent events, however we were able to hold virtual parent education, craft nights, and community meetings. Most recently, we were able to welcome families back with an in-person picnic and school tour.

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.

- Rolando will partner with area schools to add Parent University for targeted parent education based on results from parent surveys/topics.
- Teachers will provide news regarding academic focus based on Promise/Essential Standards.

- Develop and implement strategies to increase participation of 4th - 6th graders in school events and activities.

School Site Council Membership

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

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

Name of Members	Role
Noelle Suffield	Principal
Eleni Tolar	Classroom Teacher
Joe Clingan	Classroom Teacher
Shandra Zawacki	Classroom Teacher
Brittney Fink	Other School Staff
Michelle McGowan	Parent or Community Member
Cinthia Guzman	Parent or Community Member
Mario Duff	Parent or Community Member
Julia Siemens	Parent or Community Member
Mikaela Smith	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
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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 5/20/21.

Attested:



Principal, Noelle Suffield on 5/20/21



SSC Chairperson, Joe Clingan on 5/20/21