

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **BALBOA ELEMENTARY** SCHOOL

**2020-21**

37-68338-6039168  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Bravo, Hector

**Contact Person:** Bravo, Hector

**Position:** Principal

**Telephone Number:** 619-362-4100

**Address:** 1844 S 40th St, Balboa Elementary, San Diego, CA, 92113-4017,

**E-mail Address:** hbravo1@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME: Balboa Elementary School**

**DUE: October 5, 2020**

**SITE CONTACT PERSON: Hector Bravo**

**PHONE: 619-362-4100**

**FAX:**

**E-MAIL ADDRESS: hbravo1@sandi.net**

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

- Title 1 Schoolwide Programs (SWP)     CSI School

**The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:**

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |                                                                                            |                                         |
|--------------------------------------------------------------------------------------------|-----------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: <u>09-30-2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____             |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____             |
| <input type="checkbox"/> Site Governance Team (SGT)                                        | Date of presentation: _____             |
| <input type="checkbox"/> Other (list): _____                                               | Date of presentation: _____             |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 09/30/2020

**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

\_\_\_\_\_  
Hector Bravo

\_\_\_\_\_  
/Hector Bravo 10/5/2020/

Type/Print Name of School Principal

Signature of School Principal / Date

\_\_\_\_\_  
Margarita Jimenez

\_\_\_\_\_  
/Margarita Jimenez 10/5/2020/

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

\_\_\_\_\_  
Tania Solis

\_\_\_\_\_  
/Tania Solis 10/5/2020/

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

\_\_\_\_\_  
Bruce Bivins


  
 \_\_\_\_\_ 10/13/2020  
 Signature of Area Superintendent / Date

Type/Print Name of Area Superintendent

**Submit Document With Electronic Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, **Room 3126**

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Budget Summary
  - B. Parent & Family Engagement Policy
  - C. School Parent Compact
  - D. Data Reports
  - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title One Schoolwide program school.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT**

SSC Meeting occurred on September 30, 2020. The 2020-21 SPSA was approved.

ELAC Meeting occurred on September 30, 2020. Reviewed and gave budget recommendations.

Parent Title I presentation and budget September 24, 2020 at 9:30am. and 3:00pm

SSC Meeting occurred on February 11, 2020. The 2020-21 school year budget was approved.

**RESOURCE INEQUITIES**

Resource inequities exist in the following areas: Teachers, school materials, school's support staff and professional learning tailored to the needs of our school.

**Materials:**

A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target the needs of specific populations such as English Learners and Students with Disabilities. Currently we have a guaranteed and viable curriculum for Language Arts/ELD (Benchmark Advance) and Mathematics (Envision and Engage NY) which serve to target Tier 1 instruction. For Tier 2 and 3 intervention/support we also utilize online curriculum programs such as Newsela (in progress), Scholastic Magazines, ST Math, and Raz-Kids PLUS. These platforms provide students with additional instruction and support at their basic specific learning level. These are all strongly research based programs. We have purchased supplemental materials in ELA and Math which serve to target Students with Disabilities: MATH IXL and Read Naturally. However, we are at the infancy to see the impact it will have for our students with disabilities or students in Tier 3. We continue to struggle with students unable to access any of these materials at home to continue learning. We often lend students and families reading materials, but due to the circumstances, these materials do not return back to school leaving our libraries incomplete (these actions have lessened to avoid these problems).

**Teaching Staff:**

Balboa is a Dual Language school. This year we welcomed the 5th grade Dual Language team. Balboa started four years ago with a model of two Dual Language Teachers in each grade level. We also have additional teachers in MEC. In some cases 1.5 teachers for the straight English classrooms for students and families not interested in the Dual Language. Our students started in Kinder with a cohort of 24 students in English and 24 in Spanish. Balboa works hard to maintain all students, but this year we lost a teacher due to low student enrollment in upper grades for the Dual Language classes. This is inevitable and we will seek a solution to make sure this does not happen. We will seek support from our district OLA department because the Dual Language classes start at 24, but by the time these classes get to 4th grade they will always be show as low student enrollment, unable to support the 32:1 teacher to student ratio. The Dual Language students remain in the cohort for their entire elementary life. This year upon losing a teacher, creating combo classes and a self-contained classroom due to the reduction of an FTE will undoubtedly affect the programs' goals. It will take time for instructors to adjust lessons and students will not receive the same support model that Balboa has never procured and was not ready to implement.

**Support Staff:**

Targeting the needs of the whole child requires a "village". Teachers and one administrator are hard pressed to meet the social-emotional, health, and instructional needs of students without additional support systems in place. By virtue of its poverty level (96%), many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g. traumatic events). The social emotional needs of our population greatly impact learning. Therefore, we fund our counselor for additional 1/2 day for a total of two because this position is funded by the district for one and one half days. In addition, we funded a guidance assistance to further support our students with counseling support systems. However, funding support staff is very expensive and therefore takes away from our ability to fund in other areas. Every year stakeholders weigh the pros and cons of where we spend our monies and have made the decision to fund additional time of counseling. However, if this position were either fully funded or funded at a higher rate, we would then be able to purchase other materials and professional learning as well as support our teachers in their quest to visit homes and students after school, to start after school tutorial sessions, to further invest in programs and classroom libraries to continue promoting reading and writing.

Currently we fund a Resource Teacher who works in reading with English Learners (newcomers and at-risk LTELs), interventions, co-teaching and assessment support. This resource teacher collects pre and post data that shows substantial growth for the students with whom she works. Nevertheless, the high needs of our population would benefit from additional support staff who might work with students who are also struggling in ELA and mathematics.

**Professional Learning**

Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary. The amount of professional learning time at the school site (3 hours a month) is insufficient given the many needs we have as well as having to use some of that time for required activities such as ELPAC training. Some professional learning takes place during PLC time but this is also limited as the majority of time must be spent on data analysis, instructional planning, and discussing specific student needs and planning assessments. Setting funds aside for visiting teachers for professional learning and support for interventions is a costly endeavor. As a result, when deciding how to use the funds for visiting teachers, stakeholders feel that having PLCs should take precedence which leaves very little to no funds for other professional learning activities.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Hector Bravo	Principal
Margarita Jimenez	Other School Personnel
Isabel Nunez	Classroom Teacher
Cristina Gonzalez	Classroom Teacher
Raul Guzman	Parent
Ramiro Ramirez	Classroom Teacher
Maria Dominguez	Parent
Joel Lopez	Parent
Florentina Berument	Parent
Alicia Cabello	Parent

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Balboa had a team of one counselor 1.5 days and a five-day guidance assistant. Together they aimed at servicing more than 500 students in social-emotional and guidance necessities. The very first months from September to November the focus is heavily on TK, Kinder, and 1st-grade students due to adjustment necessities, and plans were drafted to meet with other students by appointment. The reason the focus was in the three primary grades is that these students required consistent and daily support.

#### \*Major Differences

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

In the year 2020-2021 Balboa will no longer pay for an additional 1/2 day of counseling. The impact sought for by adding an additional 1/2 day was not sufficient to support and guide all students. The limited amount of time added yields the same impact as previous years the focus was on the three primary grades leaving exposed the rest of the students to be seen by appointment only.

#### \*Changes

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.

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The most significant change will be to keep the allocated time offered by the district for counseling and to utilize the guidance assistant to push in daily to the three primary grades on a rotational basis. We will need to increase noon duty hours to push in to the primary grades as extra adults in the area helping with supervision. We will need to train teachers in de-escalation of behavior through the psychologist and special ed teachers. We aim to identify students early in need of extra support and refer them to a behavior SST team and offer interventions. This action will leave the counselor open to meet with small groups on the two day she is at Balboa to intervene at a deeper level with the small groups school wide.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Social and Emotional learning supports	70%	80%	CAL-SCHLS (CHKS)	Annual
June 2021	TK-5	Attendance	97.16	98.00	Attendance	Monthly
June 2021	TK-5	Reduce Chronic Absenteeism	22.1%	11%	Chronic Absenteeism	Weekly
June 2021	TK-5	Reduce Suspensions	2.2%	1%	Suspension	Weekly

### \*Identified Need

The 2018-19 CHKS showed that 70% of students feel that Social and Emotional learning supports are in place to assist them at school. We would like to increase this percentage to 80%. The new data for 19-20 is not available, but the goals will aim at increasing.

Attendance data for 2018-19 shows that our attendance rate was 94.89% (as of month 10,) but overall at the end of the year at 85%. Last year's attendance at the end of the year was at 87%.

Attendance data from the California Dashboard 2019 shows English Learners, Student with Disabilities, Hispanic/Latino, Homeless/Foster, Socioeconomically Disadvantage, and black students at red with the following percentages for chronic absenteeism for the school year 2019-2020:

- English Learners 21.4%
- Student with Disabilities 27.3%
- Hispanic/Latino 20.3%
- Homeless/Foster 31.1%
- Socioeconomically Disadvantaged 23%
- African American or Blacks 43.5%

( all groups increase in chronic absenteeism)

In school data from Social and Emotional learning supports demonstrate that our students entering for the 2020-2021 TK and K joins us with significant scholarly behaviors. As we progress in Online learning we are seeing a challenge to regulate them similar to when they are in brick and mortar. The behaviors observed in online and the significantly lower number of students attending online learning are making it a challenge. One of our yearly challenges is that these students often move to subsequent school years with minimal support due to limitations in personnel, reorganization of families, a limited offering of social-emotional and health county services

Data from the 2018-19 CHKS shows that 70% of students feel that Social and Emotional learning supports are in place to assist them at school. The YEAR 2019-2020 we embarked on increasing the percentage to 80%, but due to COVID19 we were not able to quantify the success. Anecdotally we



## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

implemented systems to help us achieve the 80% goal such as behavior SST to promptly address student behaviors with supports, we adjusted classes. Balboa purposely identifies student/teacher success connection, communicate with families promptly and offered supports, adjusted the academics to meet students at their level with the same rigor, offer more opportunities for success including after school tutorial, home visits, parent homeroom for training like PIQE.

### **\*Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction.

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social-Emotional Learning and Restorative Justice Practices

-Social and Emotional Learning (SEL) will be embedded in the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

-Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### **Attendance/Chronic Absenteeism related**

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their children were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction

### **\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	reduce chronic absenteeism	21.4%	11%	Attendance	Daily

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Hispanic or Latino	reduce chronic absenteeism	20.3	10%	Attendance	Daily
June 2021	TK-5	Homeless/Foster	reduce chronic absenteeism	31.1	16%	Attendance	Daily
June 2021	TK-5	Black or African American	reduce chronic absenteeism	43.5%	22%	Attendance	Daily
June 2021	TK-5	Students with Disabilities	reduce chronic absenteeism	27.3	13%	Attendance	Daily
June 2021	TK-5	Socioeconomically Disadvantaged	reduce chronic absenteeism	23%	11%	Attendance	Daily
June 2021	TK-5	Students with Disabilities	reduce suspension rates	6.7%	3%	Suspension	Weekly
June 2021	TK-5	English Learner	reduce suspension rates	2.2%	0%	Suspension	Weekly
June 2021	TK-5	Hispanic or Latino	reduce suspension rates	2.6%	0%	Suspension	Weekly
June 2021	TK-5	Homeless/Foster	reduce suspension rates	2.1%	0%	Suspension	Weekly
June 2021	TK-5	Socioeconomically Disadvantaged	reduce suspension rates	2.1%	0%	Suspension	Weekly

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

English Learners, Hispanic/Latino, Socioeconomically disadvantaged, Homeless/Foster, Blacks or African American

#### \*Strategy/Activity - Description

For the attendance goal, the attendance clerk, counselor and guidance assistant facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition

- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00132C	Guidance Asst	0.62500	\$20,322.50	\$45,655.80	0013-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		This position support ELs, Homeless and Hispanic or Latino students with basic needs to keep them in school, engages students in lunch activities to promote better attendance and inclusion.
F00132D	Attendance Asst -	0.12500	\$4,126.13	\$9,213.28	0013-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		This position monitors students who are chronically absent.

**\*Additional Supports for this Strategy/Activity**

1. Partnership with organizations such as One San Diego in the year 2019-2020 provided backpacks, school supplies, information for housing, medical support as well as clothing. This year due to COVID19 this partnership did not materialize, instead we received headphone donations from the Lyons Club for some students at the at-risk category. Logan Heights therapy services target chronic students with extreme home conditions by empowering and teaching them skills to help them regulate their emotions. Balboa has not missed an opportunity to refer students in need and after careful identification by the teacher and counselor.

2. Weekly and monthly attendance meetings will continue with the administrator, attendance clerk and guidance assistance the team to try to better understand the students daily attendance struggles through family communication. The goal is to meet students at phase I of chronic absenteeism and the cases will be escalated to involve more school members towards the Student Study Team for attendance to include, counselor, attendance clerk, nurse, guidance assistant, and resource teacher and family. At these meetings historical absences would be reviewed, patterns and interventions used that worked and did not work. The team would decide on an additional plan of action for students who are escalating in the chronic absenteeism problem. Included with these interventions are incentives as well as supports available to families when available. The goal is to eradicate the absenteeism, but we are mindful that families are sometimes staying over the weekend outside San Diego (Tijuana) and traveling daily to school is difficult. We are mindful that families are homeless, that families have social-emotional episodes daily affecting them the following day, that families have accidents or setbacks like car trouble, illness, or environmental situations affecting the students and families. During On-line learning these conditions multiply when students' internet fails, computers don't work, students travel to sitting places where adults can't offer support or the conditions are not optimal for learning. Balboa will be mindful and consider these circumstances to encourage and support students and families in these conditions.

**Strategy/Activity 2**

**\*Students to be served by this Strategy/Activity**

All students will benefit									
<b>*Strategy/Activity - Description</b>									
<p>In order to target the school connectedness goal, the counselor facilitates the following activities on a schoolwide basis:</p> <ul style="list-style-type: none"> <li>- Zones of Regulation</li> <li>- Kindness week</li> <li>- Bullying prevention lessons in the classroom</li> <li>- PBIS Support</li> <li>- Future Leaders Awards</li> <li>- SBAC Medal recipients for meeting and exceeding when testing (exception 2019-2020 due to COVID19)</li> <li>- Caught Being Good honorable mention every Wednesday during morning assemblies</li> <li>- Electronic marquee student celebration with a message</li> <li>- Office Television with student messages and telling their story</li> <li>- Awards and certificates with prizes (when available) to celebrate social-emotional self-regulation</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
<b>*Additional Supports for this Strategy/Activity</b>									
<ol style="list-style-type: none"> <li>1. We are planning for restorative practices classroom that identify elements in schools that prevent student success, promote positive identification and celebration of groups, their culture, their heritage, their language and their contribution to society and school.</li> <li>2. We participate in partnerships with several organizations most recently we were the recipients of Think Big Carson Scholarship to promote STEAM thinking</li> </ol> <p>- Trauma informed training - Bullying prevention activities – Red Ribbon, One San Diego, Barnes and Noble, Balboa Museums, Logan Heights</p>									

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

#### Implementation

- For the last five years Balboa in conjunction with the Office of Language Acquisition provided Spanish Benchmark Adelante and Balboa invested in the English Advanced curriculum. This year 2020-2021 the district funded all schools in using BM as a curriculum. We now offer Benchmark to all English classes starting at TK4 (a new concept at Balboa blending TK and 4-year-old Pre-K students in one class). With this concept all teachers plan similarly and students no matter what class they move to and as they progress throughout their academic years they will be presented with similar spiraling concepts supporting reading, writing, listening and speaking and all in support and building stronger strategies for the SBAC. This collaborative planning and having a school-wide ELA curriculum (Benchmark) has demonstrated to TK4-5 teachers in planning and calibrating students' learning.

Teachers during COVID19 received training through the OLA office helping them uniform planning and better unpacking of the materials. At Balboa, 90% of the teachers had access to Benchmark (Advanced and Adelante) thus making the transition easier and collaborative teachers helping each other. Of the new Balboa teacher additions, one had training and one more is learning the planning.

- Currently, we fund a Resource Teacher who works in reading with English Learners, newcomers, at-risk LTELs, and at-risk students implementing interventions, assessing students to identify their ELA levels, supports teaches in co-teaching, and supports in the Student Study Team. The resource teacher collects pre and post data which shows substantial growth for the students with whom she works. Nevertheless, the high needs of our population would benefit from an additional support staff who might work with students who are also struggling in ELA and mathematics. The resource teacher's pre and post data showed gains in reading levels, but it was observed that 3<sup>rd</sup> grade for the year 2018-2019 came into grade with at least 56% below grade level. This significant factor was a possible cause for a projected drop in SBAC scores for 2019-2020, but due to

COVID19 the SBAC was not performed. The California Dash Board demonstrated that Balboa had a decline in ELA of 4.9 points overall in ELA. From this data it was revealed that our students with disabilities had a 19.1 pts decline. English Learners although significantly behind, maintained their ELA status. Hispanic students had a decline of 6.3 pts. Our socioeconomically disadvantaged students had a decline of 4.3 pts. Our Black and African Americans no significant changes and the homeless group increased 16.8 pts.

### Outcomes/Effectiveness

- Grade levels utilizing Benchmark Advance and Adelante were able to teach a minimum of 7-10 units as recommended by the OLA department and this year due to the vast experience, the goal is to teach up to 10 units considering the circumstances of on-line learning, students possibilities to maintain technology connectivity, and access to materials for families (failing to come to school to collect them.)
- 33 percent of students in grades 3-5 met or exceeded standard on SBAC in the 2019 scores. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.
- 33% percent of ELs in grades 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.
- 11% percent of students with disabilities in grades 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.
- 17% percent of students African American or Black in grades 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.
- 33% percent of students Hispanic or Latino in grades 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.
- 32% percent of students Socioeconomically Disadvantaged in grades 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

### **\*Major Differences**

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 observed differences that occurred had to do with COVID19 making it difficult to have reliable data. The academic level of incoming 3<sup>rd</sup> grade students showed almost 56% of the students were below grade level. Efforts such as small group interventions and after school tutorials were not enough to recuperate the students thus impacting school-wide efforts. In addition to having Benchmark schoolwide, Balboa has invested in platforms such as Freckle, NEWSELA, and Scholastics magazine to supplement students reading, writing, listening and speaking. Research shows that a combination of different platforms can possibly help students' diverse learning.

### **\*Changes**

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 19-20 the plan was to reassess the in-school interventions and implemented co-teaching models to strengthen lower grade level students to get them ready for testing in third grade. Continuing in this year 2020-2021 this plan was affected by COVID19. Balboa plans to continue with the implementation of the models and will add Student Study Team on a consistent basis to immediately identify academic, behavior and attendance struggles often impacting our students. Furthermore, we have extended the diagnostic FAST assessments to Kinder and first grade to closely monitor students. Our assessment goals to review them on a regular basis are part of the bi-weekly PLCs for 1.5 hours during online learning. More time will be adjusted when our school returns to brick and mortar. In addition, we are closely working with the Special Education Team and their support in classrooms as co-teachers and they have developed learning centers to maximize student support thus freeing time to be in classrooms. We believe that between assessments, analysis of data, student careful diagnosis of strengths and weaknesses, an MTSS school model and strengthening of Tier I through PLCs and PDs the outcome of student achievement and adaptation will be different and supported to students' own learning path. The accompanying curriculum of Benchmark will provide students with additional instruction and practice at their specific point of need based on the results of the diagnostic assessment as well as other platforms purchased to supplement students' learning.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Gr 3-5	meet or exceed standards	33	48	CAASPP ELA	annually
June 2021	TK-2	~50% Be at grade level on DRA/ Fountas and Pinnell and for 2nd grade FAST	n/a	~50%	Other (Describe in Objective)	K-2 = 3 X per year; 2nd FAST =3x per year

### \*Identified Need

The following data served as the basis for our goals for the year 2020-2021:

- TK-2 data shows that 45% of students were reading at or above grade level on the Developmental Reading Assessment 2.
- Students with disabilities in TK-2 end of year DRA data shows that 2 of 17 students (12%) were reading at grade level
- For English Learners, end of year data shows that 35% were at or above grade level on the DRA in grades Tk-2.

Due to Covid19 the intended data to be collected was suddenly impacted. We continue to utilize data formulated during the month of September 2020 to compare with the last DRA, teacher-generated exams in class, FAST for the Fall and Winter for grades 2nd to 5th. These assessment comparisons are in progress.

2019 SBAC

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 33 percent of students in gr. 3-5 met or exceeded the standard on SBAC in the 2019 scores. Nonetheless there was a drop of 4.9 pts overall. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST, and Benchmark.
- 33% percent of ELs in gr. 3-5 met or exceeded the standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST, and Benchmark.
- 11% percent of students with disabilities in gr. 3-5 met or exceeded the standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST, and Benchmark.
- 17% percent of students African American or Black in gr. 3-5 met or exceeded the standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST, and Benchmark.
- 33% percent of students Hispanic or Latino in gr. 3-5 met or exceeded the standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST, and Benchmark.
- 32% percent of students Socioeconomically Disadvantaged in gr. 3-5 met or exceeded the standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST, and Benchmark.

### \*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	2019-maintained 2.6 pts, still below	33%	53%	CAASPP ELA	annually



## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			level, but increasing				
June 2021	K-5	English Learner	be at or above grade level on DRA/FAST/Other diagnostic	n/a	33%	Other (Describe in Objective)	TK/K= 2X per year; 1st and 2nd = 3x per year
June 2021	3-5	Students with Disabilities	2019-declined 19.1pts, still below level, but increasing	11%	22%	CAASPP ELA	annually
June 2021	K-5	Students with Disabilities	be at or above grade level on DRA/FAST/Other diagnostic	n/a	22%	Other (Describe in Objective)	TK/K= 2X per year; 1st and 2nd = 3x per year
June 2021	3-5	Black or African American	2019-12% Not significant data, still below level, but increasing	17%	34%	CAASPP ELA	annually
June 2021	K-5	Black or African American	make at least one year's growth on DRA/FAST/Other diagnostic	n/a	34%	Other (Describe in Objective)	K=2x/year; 1-5 = 3x/year
June 2021	3-5	Hispanic or Latino	2019- declined 6.3 pts, and below level	33%	53%	CAASPP ELA	annually
June 2021	K-5	Hispanic or Latino	make at least one year's growth on DRA/FAST/Other diagnostic	n/a	53%	Other (Describe in Objective)	K=2x/year; 1-5 = 3x/year
June 2021	3-5	Socioeconomically Disadvantaged	2019- increase 9.4 pts, still below level, but increasing	32%	52%	CAASPP ELA	annually
June 2021	K-5	Socioeconomically Disadvantaged	make at least one year's growth on	n/a	52%	Other (Describe in Objective)	K=2x/year; 1-5 = 3x/year

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			DRA/FAST/Other diagnostic			
--	--	--	---------------------------	--	--	--

### Strategy/Activity 1: PLCs

**\*Students to be served by this Strategy/Activity**

Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantage, African American or Black

**\*Strategy/Activity - Description**

We are focusing on DRA, FAST (K-5) platform, FRECKLE (-K-5) and Newsela (3-5) platforms as well as Benchmark Advanced and Adelante schoolwide. These diagnostic assessments, curriculum, and programs will provide opportunities for diverse learning students to practice their ELA in reading, writing, listening and speaking skills at their particular instructional level. Furthermore, the assessment components will help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 2 hours per grade level collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions. During online learning this goal is challenged by the constant need to provide support to students using technology at home, entering on the district recommended platforms with ease, and daily without experiencing complications with the internet and technology glitches. In addition, the legitimacy of students taking the above mentioned diagnostic assessments at home is if scores are reliable, then some assessments require a one to one correspondence making it difficult to perform online. Balboa will continue to pursue this proposed plan to analyze data, but it is foreseeing it will take longer than expected to gather and analyze.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0013D	Prof&Curriclm Dev Vist Tchr		\$36,000.00	\$44,024.40	0013-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teacher for PLC
N00132E	Prof&Curriclm Dev Vist Tchr		\$30,000.00	\$36,687.00	0013-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teacher for PLC
N00134G	Conference Local		\$1,300.00	\$1,300.00	0013-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Staff professional development conferences
N0013CK	Prof&Curriclm Dev Vist Tchr		\$8,000.00	\$9,783.20	0013-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teacher for PLC

**\*Additional Supports for this Strategy/Activity**

We purchased licenses for Raz-Kids PLUS, Freckle, and Newsela. These are all online language arts programs that provide opportunities for students to practice their reading skills at their particular instructional level. These platforms have a diagnostic assessment component that helps teachers to monitor growth three times per year.

### Strategy/Activity 2: Technology

**\*Students to be served by this Strategy/Activity**

Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black

<b>*Strategy/Activity - Description</b>									
Through technology software and platforms we hope to expose students to enriching activities that can help them bridge the learning gap. In the past students learning using these platforms stopped at the end of the school day. As a result of the pandemic and students learning at home online, they now have access to these and more technology and platforms for learning. On the other hand, excessive exposure to incorporating them in the students' daily routine has been met with parent's opposition to allowing students longer than necessary exposure to electronic devices.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00133J	Software License		\$5,000.00	\$5,000.00	0013-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Technology to support students and enhance their exposure.
<b>*Additional Supports for this Strategy/Activity</b>									
No additional supports are needed at this time, teachers continue to train students on the use and navigation of the platforms and technology to academic learning.									
<b>Strategy/Activity 3: Resource Teachers</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black									
<b>*Strategy/Activity - Description</b>									
Currently, we fund a Resource Teacher who works in reading with English Learners, newcomers, at-risk LTELs, and at-risk students implementing interventions, assessing students to identify their ELA levels, supports teachers in co-teaching, and supports in the Student Study Team. The resource teacher collects pre and post data which shows substantial growth for the students with whom she works. Nevertheless, the high needs of our population would benefit from an additional support staff who might work with students who are also struggling in ELA and mathematics. The resource teacher's pre and post data showed gains in reading levels, but it was observed that 3 <sup>rd</sup> grade for the year 2018-2019 came into grade with at least 56% below grade level. This significant factor was a possible cause for a projected drop in SBAC scores for 2019-2020, but due to COVID19 the SBAC was not performed. The California Dash Board demonstrated that Balboa had a decline in ELA of 4.9 points overall in ELA. From this data it was revealed that our students with disabilities had a 19.1 pts decline. English Learners although significantly behind, maintained their ELA status, Hispanic students had a decline of 6.3 pts. Our socioeconomically disadvantaged students a decline of 4.3 pts. Our Black and African Americans no significant changes and the homeless group increased 16.8 pts.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00132E	Inschool Resource Tchr -	0.60000	\$57,052.20	\$81,234.11	0013-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource teacher supports students in the classroom with small group interventions

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F00132F	Inschool Resource Tchr	0.40000	\$38,034.80	\$54,156.07	0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher supports students in the classroom with small group interventions
<b>*Additional Supports for this Strategy/Activity</b>									
No additional support is necessary.									
<b>Strategy/Activity 4: Intervention and Instructional Supports</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black									
<b>*Strategy/Activity - Description</b>									
Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black. Paying particular attention to this population falling behind in their grade level. During online learning teachers have office hours often meeting with these students to confer and help. Furthermore, teachers have immediate access to parents for prompt conversations in support of the students (language is sometimes a barrier, but we have a guidance assistant that is partnering with the teachers to relay the message when necessary.) When we return to brick and mortar the plan is to continue supporting the students in this group through tutoring for students in need of additional support and encouraged to aim high through incentives such as field trips to enhance curriculum outside the classroom. Materials to support classroom instructions and interventions will be purchased as necessary.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0013B	Interprogram Svcs/Field Trip		\$4,700.00	\$4,700.00	0013-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Exposing students to enriching activities
N00133Q	Supplies		\$15,726.00	\$15,726.00	0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		In support of classrooms and students' needs
N001368	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0013-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		To print fliers and other useful information.
N00136G	Contracted Svcs > \$25K		\$38,000.00	\$38,000.00	0013-30106-00-5100-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Through arts in support of ELA through plays, Theater and other arts
N00137M	Classroom Teacher Hrly		\$4,400.00	\$5,380.76	0013-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		After school tutoring, workshops.
N0013B5	Classroom Teacher Hrly		\$2,600.00	\$3,179.54	0013-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		After school tutoring, workshops.
N0013BI	Supplies		\$23,055.00	\$23,055.00	0013-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		In support of classrooms and students' needs
N0013BZ	Supplies		\$15,693.00	\$15,693.00	0013-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		In support of classrooms and students' needs

A large, empty rectangular box with a thin black border, intended for the school plan content.

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

- Teachers in grades K-5 use the Envision Math program sending home the consumables during Covid19. In addition they use the SAVVAS assessment system online
- Students utilized ST Math online program as support

#### Outcomes

- 39 percent of students in gr. 3-5 met or exceeded standard on SBAC in the 2019 scores. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 17% percent of ELs in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 6% percent of students with disabilities in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 67% percent of students African American or Black STD NEARLY MET/ 0% in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 40% percent of students Hispanic or Latino in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 38% percent of Socioeconomically Disadvantaged students in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision

**\*Major Differences**

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 observed differences that occurred had to do with COVID19 making it difficult to have reliable data. Efforts such as small group interventions and after school tutorials were not able to be fully implemented to recuperate the students thus impacting school-wide efforts.

**\*Changes**

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 2019-20 and this year 2020-21 we continue to use FAST, Envision end of unit assessments and CAASP diagnostic assessments to inform us. At the same time we will personalize the curriculum to better meet the needs of our students: English Learners, Students with Disabilities, Black or African American, Hispanic or Latino, and Socioeconomically Disadvantaged. Furthermore, we are implementing the Three Reads Method as trained by district Math Resource Teacher. We aim at all students understanding how to incorporate the Habits of Mind and Habits of Interaction when working with mathematical problems involving reading and arithmetic. (Due to Covid 19 we will have to revisit and present these practices during after school PD.) We expect the FAST, Envision end of unit assessment and CAASP diagnostic assessments give us more reliable and useable data that will assist teachers in better understanding the strengths and needs of all students so that they are able to adapt their instruction accordingly for the groups we aim at helping. The accompanying curriculum such as FRECKLE will provide students with additional supplemental instruction and practice at their specific point of need based on the results of the diagnostic assessment.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	meet or exceed standard	39	54	CAASPP Math	annually
June 2021	K-2	perform at grade level or above on FAST Math diagnostic	n/a	50	Other (Describe in Objective)	K - 2x/year; gr. 1-5 - 3x/year

**\*Identified Need**

- 39 percent of students in gr. 3-5 met or exceeded standard on SBAC in the 2019 scores. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 17% percent of ELs in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 6% percent of students with disabilities in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 67% percent of students African American or Black STD NEARLY MET/ 0% in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 40% percent of students Hispanic or Latino in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision
- 38% percent of students Socioeconomically Disadvantaged in gr. 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as FAST and Envision

### \*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	2019- Increase 13.4 pts, still below level, but increasing	17%	32%	CAASPP Math	annually
June 2021	K-5	English Learner	Perform at grade level on FAST/FRECKLE, Envision end of unit, other diagnostic	n/a	32%	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year



## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Students with Disabilities	2019-Increase 28.8 pts, still below level, but increasing	6%	12%	CAASPP Math	annually
June 2021	K-5	Students with Disabilities	Perform at grade level on FAST/FRECKLE, Envision end of unit, other diagnostic	n/a	12%	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year
June 2021	3-5	Black or African American	2019-Not significant data to display, still below level, but increasing	0%	12%	CAASPP Math	annually
June 2021	K-5	Black or African American	Perform at grade level on FAST/FRECKLE, Envision end of unit, other diagnostic	n/a	12%	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year
June 2021	3-5	Hispanic or Latino	2019- Increased 11.4 pts, still below level, but increasing	40%	60%	CAASPP Math	annually
June 2021	K-5	Hispanic or Latino	Perform at grade level on FAST/FRECKLE, Envision end of unit, other diagnostic	n/a	60%	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year
June 2021	3-5	Socioeconomically Disadvantaged	2019- Increase 9.4 pts, still below level, but increasing	38%	58%	CAASPP Math	annually

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	K-5	Socioeconomically Disadvantaged	Perform at grade level on FAST/FRECKLE, Envision end of unit, other diagnostic	n/a	58%	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year
-----------	-----	---------------------------------	--------------------------------------------------------------------------------	-----	-----	-------------------------------	--------------------------------

### Strategy/Activity 1: PLCs

**\*Students to be served by this Strategy/Activity**

English Learners, Students with Disabilities, Black or African American, Hispanic or Latino, Socioeconomically Disadvantaged

**\*Strategy/Activity - Description**

We are focusing on Envision and FAST (2-5) platform. This online math assessment and curriculum program will provide opportunities for students to practice their math skills at their particular instructional level. Furthermore, supported by assessment components that help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 2 hours per grade level collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiate learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions. During online learning this goal is challenged by the constant need to provide support to students using technology at home, entering on the district recommended platforms with ease and daily without experiencing complications with the internet and technology glitches. In addition, to the legitimacy of students taking assessments such as FAST or Envision end of unit assessment at home if scores are reliable, then some assessments require a one to one correspondence making it difficult to perform online. Balboa will continue to pursue this proposed plan to analyze data, but it is foreseeing it will take longer than expected to gather and analyze.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0013-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0013D	Visiting teacher for PLC
	Prof&Curriclm Dev Vist Tchr				0013-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N00132E	Visiting teacher for PLC
	Prof&Curriclm Dev Vist Tchr				0013-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0013CK	Visiting teacher for PLC

**\*Additional Supports for this Strategy/Activity**

The district supports Balboa by providing ST Math and Balboa purchased licenses from FRECKLE and Happy Numbers. These are all online math programs that provide opportunities for students to practice their math skills at their particular instructional level. These platforms have a diagnostic assessment component that helps teachers to monitor growth three times per year at least.

### Strategy/Activity 2: Technology

**\*Students to be served by this Strategy/Activity**

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

English Learners, Students with Disabilities, Black or African American, Hispanic or Latino, Socioeconomically Disadvantaged									
<b>*Strategy/Activity - Description</b>									
Through technology software and platforms we hope to expose students to enriching activities that can help them bridge the learning gap. In the past students learning using these platforms stopped at the end of the school day. As a result of the pandemic and students learning at home online, they now have access to these and more technology and platforms for learning. On the other hand, excessive exposure to incorporating them in the student's daily routine has been met with parent opposition to allowing students longer than necessary exposure to electronic devices.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0013-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N00133J	The use of technology to enrich students experiences in the classrooms and improve academics
<b>*Additional Supports for this Strategy/Activity</b>									
No additional supports are needed at this time, teachers continue to train students on the use and navigation of the platforms and technology to academic learning.									
<b>Strategy/Activity 3: Resource Teacher</b>									
<b>*Students to be served by this Strategy/Activity</b>									
Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black									
<b>*Strategy/Activity - Description</b>									
Currently, we fund a Resource Teacher who works in conjunction with the math teachers in grade 4-5 to support Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantage, African American or Black in implementing interventions, assessing students to identify their math levels, supports teaches in co-teaching, and supports in the Student Study Team. The resource teacher collects pre- and post data which shows substantial growth for the students with whom she works. Nevertheless, the high needs of our population would benefit from additional support staff who might work with students who are also struggling in mathematics. The resource teacher's pre and post data showed gains in math levels as observed in the SBAC for the year 2018-2019. Due to COVID19, the SBAC was not performed. The California Dash Board demonstrated that Balboa had an increase in the math of 24.2 points overall. From this data it was revealed that our students with disabilities had a 28.8 pts increase, English Learners an increase of 13.4 Hispanic or Latino Students had an increase of 11.4 pts, our Socioeconomically Disadvantaged students an increase of 9.4 pts, and no significant changes in data was yield for our Black and African Americans. The homeless group increased 17.8 pts.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0013-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F00132E	Support students through small group interventions

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Inschool Resource Tchr				0013-30100-00-1109- 1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F00132F	Support students through small group interventions
---------------------------	--	--	--	---------------------------------------------	--------------------------	-----------	------------------------------------------------------	-------------------------------------------------------

**\*Additional Supports for this Strategy/Activity**

No additional support is necessary at this time.

**Strategy/Activity 4: Intervention and Instructional Supports**

**\*Students to be served by this Strategy/Activity**

Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black

**\*Strategy/Activity - Description**

Through visiting teachers and in collaboration with the Resource teacher we aim at servicing the most fragile students in our school Students with Disabilities, English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, African American or Black paying particular attention to this population falling behind in their grade level. During online learning teachers have office hours often meeting with these students to confer and help. Furthermore, teachers have immediate access to parents for prompt conversations in support of the students (language is sometimes a barrier, but we have a guidance assistant that is partnering with the teachers to relay the message when necessary.) When we return to brick and mortar the plan is to continue supporting the students in this group through tutoring for students in need of additional support and encouraged to aim high through incentives such as field trips to enhance curriculum outside the classroom. Materials to support classroom instructions and interventions will be purchased as necessary.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0013-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00137M	After school tutoring support
	Classroom Teacher Hrly				0013-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0013B5	After school tutoring support
	Supplies				0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N00133Q	Materials students need for classroom projects on a daily basis.
	Supplies				0013-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0013BI	Materials students need for classroom projects on a daily basis.
	Supplies				0013-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0013BZ	Materials students need for classroom projects on a daily basis.

**\*Additional Supports for this Strategy/Activity**

**Goal 4- Supporting English Learners****Call to Action Belief Statement**

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2019-20****\*Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Balboa has been implementing the ELD program as part of a comprehensive ELA program (Benchmark Advance/Adelante). The resource teacher works in support of English Learners in unison with the teachers. Our practice is that at the beginning of the year, we collect and analyze student data (DRA, FAST, SBAC, RUNNING RECORDS, Teacher formative assessment, student work) and create small groups with whom she works. We begin by targeting students who are at risk LTELs and newcomers. The resource teacher consistently collects data for his groups so that they are flexible and dynamic as students make progress. Due to COVID19 this practice has slowly been introduced. Starting with Professional Learning Communities planned for the last week in September where teachers will plan on what data will be collected for information on students' growth and development. This organization is also part of teacher Daily Guided Reading.

We are focusing on DRA, FAST (K-5) platform, FRECKLE (-K-5), and Newsela (3-5) platforms as well as Benchmark Advanced and Adelante. These diagnostic assessment and curriculum programs will provide opportunities for students to practice their ELA reading, writing, listening, and speaking skills at their particular instructional level. Furthermore, supported by assessment components that help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 1.5 hours per grade level collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions for ELD. During online learning this goal is challenged by the constant need to provide support to students using technology at home, entering on the district recommended platforms with ease and daily without experiencing complications with the internet and technology glitches. In addition, the

legitimacy of students taking the above mention diagnostic assessments at home is if scores are reliable, then some assessments require a one-to-one language correspondence making it difficult to perform online. Balboa will continue to pursue this proposed plan to analyze data, but it is foreseeing it will take longer than expected to gather and analyze.

**EFFECTIVENESS**

- Through a comprehensive system to identify students' needs (assessments, students' work, ELPAC, anecdotal observations from teachers, parent communication, student observations, daily ELD lessons) the resource teacher identifies and works with English Learners (at risk LTELs and newcomers). SBAC data from 2019 showed that only 11% of our students scored at standard met or exceeded. Due to COVID19 we don't have scores from the year 2020 for the ELPAC we cannot do a year to year comparison. It was recommend using 2018-2019 as the baseline.
- The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
- In Gr. 1, 67% (34/51) of ELs tested at Level 2 or above. Four students below expected proficiency.
- In Gr. 2, 6% (4/50) of ELs tested at Level 3 or above. Nine students below expected proficiency.
- In Gr. 3, 32% (19/59) of ELs tested at Levels 3 or 4. Seven students below expected proficiency.
- In Gr. 4, 2% (1/42) of ELs tested at Level 4 and may be eligible for reclassification. Eighteen students below expected proficiency.
- In Gr. 5, 20% (10/51) of ELs tested at Level 4 and may be eligible for reclassification. Fifteen student below expected proficiency.

Reclassification data shows a growth in 18-19. We hope to utilize the (DRA, FAST, SBAC, RUNNING RECORDS, Teacher formative assessment, student work) as an approximation of what the students can do at the present moment in favor to ELPAC.

**\*Major Differences**

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 COVID19 we don't have scores for the 2019-2020 in all aspects of the ELPAC.

**\*Changes**

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.

Our goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other extenuating circumstances such as COVID19, we would like to see all students making annual expected growth. Data from 18-19 will serve as baseline due to significant impact due to COVID19

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The resource teacher and interventionist will continue to work with at-risk LTELS and newcomers in small groups, pushing into classrooms to support T1 instruction and collaborate with Sped team to support ELs.

### \*Integrated English Language Development

- The Benchmark program includes strategies for teacher to use as necessary and appropriate for integrated ELD.
- English Learners will be closely monitored for growth on assessments (DRA, FAST, SBAC, RUNNING RECORDS, Teacher formative assessment, student work).
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- Training will be provided by Benchmark Education in school teachers with extensive knowledge on how to better utilize the curriculum for the students' benefit.

### \*Designated English Language Development

- The Benchmark program contains a comprehensive designated ELD component which meets the State Standards as well as ELD standards.
- Designated ELD will be on the daily schedule.
- During grade level collaborations, the agenda will include discussion about and planning for designated ELD.
- Training will be provided by Benchmark Education.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standard	20	35	CAASPP ELA	annually
June 2021	K-2	English Learner	be at or above grade level on DRA/FAST/Other diagnostic	n/a	55	Other (Describe in Objective)	K = 2x per year; First and second = 3x per year

### \*Identified Need

Due to the significant changes created by COVID19 in the scale score ranges for the ELPAC we cannot do a year to year comparison. CDE recommend using 18-19 as the baseline (not 17-18).

The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC

- In Gr. 1, 67% (34/51) of ELs tested at Level 2 or above. Four students below expected proficiency.
- In Gr. 2, 6% (4/50) of ELs tested at Level 3 or above. Nine students below expected proficiency.
- In Gr. 3, 32% (19/59) of ELs tested at Levels 3 or 4. Seven students below expected proficiency.
- In Gr. 4, 2% (1/42) of ELs tested at Level 4 and may be eligible for reclassification. Eighteen students below expected proficiency.
- In Gr. 5, 20% (10/51) of ELs tested at Level 4 and may be eligible for reclassification. Fifteen students below expected proficiency.

We hope the support using the technology at home and the programs Balboa invested this year will help us support the students at Balboa further develop their English skills.

**\*Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language).
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education).
  - These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
  - Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group.

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	reclassify	80%	92%	Summative ELPAC	annually

**Strategy/Activity 1: Resource Teacher**

**\*Students to be served by this Strategy/Activity**

All English Learners

**\*Strategy/Activity - Description**

A resource teacher (supported by an intervention visiting teacher) is being funded to work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically, she will work with at-risk LTELs and newcomers.

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



## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0013-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : F00132E	Resource teacher works with small groups of English Learners on ELD. Specifically at risk LTELS and newcomers.
	Inschool Resource Tchr				0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F00132F	Resource teacher works with small groups of English Learners on ELD. Specifically at risk LTELS and newcomers.

**\*Additional Supports for this Strategy/Activity**

**Strategy/Activity 2: PLCs**

**\*Students to be served by this Strategy/Activity**

All English Learners

**\*Strategy/Activity - Description**

During Grade Level Collaboration we are focusing on DRA, FAST (K-5) platform, FRECKLE (-K-5), and Newsela (3-5) platforms as well as Benchmark Advanced and Adelante. These diagnostic assessment and curriculum programs will provide opportunities for students to practice their ELA reading, writing, listening, and speaking skills at their particular instructional level. Furthermore, supported by assessment components that help teachers to monitor growth and individualize instruction throughout the year. We accomplish this by allowing teachers to meet twice per month for 1.5 hours per grade level collaboration. During this time, teachers analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers plan instruction and discuss ways to support students who are in need of extra support or interventions for ELD. During online learning this goal is challenged by the constant need to provide support to students using technology at home, entering on the district recommended platforms with ease and daily without experiencing complications with the internet and technology glitches. In addition, the legitimacy of students taking the above mention diagnostic assessments at home is if scores are reliable, then some assessments require a one-to-one language correspondence making it difficult to perform online. Balboa will continue to pursue this proposed plan to analyze data, but it is foreseeing it will take longer than expected to gather and analyze.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curricl Dev Vist Tchr				0013-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0013D	During grade level collaborations/PLC the agenda will include time to discuss the instructional needs of ELs.
	Prof&Curricl Dev Vist Tchr				0013-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00132E	During grade level collaborations/PLC the agenda will include time to discuss the instructional needs of ELs.

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr				0013-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N0013CK	During grade level collaborations/PLC the agenda will include time to discuss the instructional needs of ELs.
--------------------------------	--	--	--	-------------------------------------------------	---------------------------------	---------------------	---------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

**\*Additional Supports for this Strategy/Activity**

**Strategy/Activity 3: Instructional Materials**

**\*Students to be served by this Strategy/Activity**

All English Learner students.

**\*Strategy/Activity - Description**

Instructional materials are used to support students in class.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0013-09800-00-4301- 1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N00133Q	Student supplies ready to support classrooms and teachers.
	Supplies				0013-30100-00-4301- 1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0013BI	Student supplies ready to support classrooms and teachers.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

- For the last five years Balboa in conjunction with the special education department continues to work jointly to develop a comprehensive plan for students with disabilities. With this in mind, we have slowly changed Balboa practices to reach out, support and encourage students with disabilities. Balboa started inviting the special education team to PLCs to work in the planning and execution of academics. Next we purchased supplemental platforms to better serve students. Students are carefully placed in classrooms where they have extra support by adults, peer support, flexibility and access to the learning lab in the least restrictive environment. The Benchmark curriculum used has spiraling concepts supporting reading, writing, listening and speaking and all in support and building stronger strategies for the SBAC. This collaborative planning and having a school-wide ELA curriculum (Benchmark) has demonstrated to TK4-5 teachers in planning and calibrating students' learning and promises that the building mechanism is effective for students with disabilities and the way they learn best.

- Currently, we have 2 full time special education teachers and an additional mild moderate teacher for one day per week. They work together in developing lessons supporting the lessons plan from general education teachers in reading with English Learners, Students with Disabilities, Hispanic or Latino, Black or African American Students, and Socioeconomically Disadvantaged students all in special education programs. Successful implementation and support depends on the analysis of the IEPs while carefully identifying their academic levels. The goal this year is to work with the special education team to have ongoing pre and post data showing gains in all academic levels where the students struggle as a result of their disability. This concept is different than waiting for the year or triannual goals normally discussed with families.

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The California Dash Board demonstrated that Balboa had a decline in ELA of 4.9 points overall in ELA. From this data it was revealed that our students with disabilities had a 19.1 pts decline.

### Outcomes/Effectiveness

- 33 percent of students in grades 3-5 met or exceeded standard on SBAC in the 2019 scores. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark. From this scores 11% percent of students with disabilities in grades 3-5 met or exceeded standard on SBAC. Due to Covid19 SBAC scores are not available. We will re-assess the growth using other measures in the months of September-November such as DRA, FAST and Benchmark.

### **\*Major Differences**

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 include the way we incorporate our special education teachers in planning, co-teaching, technology and platforms to support students as well as learning labs to organize students with similar abilities in an effort to better support them.

### **\*Changes**

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.

Requiring special education teachers to provide goals and attainment of those goals on an ongoing basis to better gauge where students are developing and where they need extra support.

### **\*Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	make at least one year's growth on DRA/FAST Reading and Math	n/a	55	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year

### **\*Identified Need**

11% of students with disabilities met or exceeded standard in ELA on CAASPP. Nonetheless, there was an overall decline of 19.1pts. as per the California Dash Board

6% of students with disabilities met or exceeded standard in Math on CAASPP. There was an increase of 28.8 pts. as per the California Dash Board

### **\*Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting

-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

**\*Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Hispanic or Latino	make at least one year's growth on DRA/FAST reading and	n/a	55	Other (Describe in Objective)	k=2x/year; 1-5 = 3x/year

### Strategy/Activity 1: Instructional and Intervention Materials

**\*Students to be served by this Strategy/Activity**

Students with disabilities English Learners, Hispanic or Latinos, Black or African American, Socioeconomically Disadvantaged

**\*Strategy/Activity - Description**

Instructional supplies used to target the specific needs of students with disabilities Read Naturally and Math IXL.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0013-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0013BI	Instructional supplies meant to specifically target the needs of students who require intensive interventions (Benchmark Steps to Advance)
	Supplies				0013-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0013BZ	Instructional supplies meant to specifically target the needs of students who require intensive interventions (Benchmark Steps to Advance)

**\*Additional Supports for this Strategy/Activity**

A co-teaching model was piloted last week in as many classrooms as possible. This year Special Education staff will push in to these online classrooms during Language Arts/ math to provide small group instruction.

**Goal 6 - Supporting Black Youth**

**Call to Action Belief Statement**

Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**\*Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Maintain Low Suspension Rates	0%	0%	Suspensions (Classroom and School)	Weekly, Monthly

**\*Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Balboa Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In the 2020-21 school year, Balboa Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Balboa Elementary will create a process for ensuring a student is assigned a Student Champion (guidance assistant) to help them through any suspension or expulsion process.
4. Balboa Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Balboa Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Balboa Elementary is to maintain or increase the percentage of diverse educators from the current year to the following year.

**\*Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.  
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**\*Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.  
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

African American or Black

**\*Strategy/Activity - Description**

For the better incorporation of our African American or Black students counselor and guidance assistant (along with teachers) facilitates and/or participates in the following:

- Logan Heights Therapy
- Home visits
- Monthly Attendance meetings
- Partnering with One San Diego for support
- Morning frequent calls and texts
- Student recognition during Wednesday Assemblies
- Bus passes when appropriate
- Daily through the PA system student recognition
- Monthly attendance ribbon recognition
- Weekly perfect attendance trophies
- One to one conferencing with students at risk in the above categories
- Electronic marquee student celebration with a message
- Office Television with student messages and telling their story
- Awards and certificates with prizes (when available) to celebrate attendance-academic improvement- social-emotional self-regulation

The goal is make sure our students feel invested in coming to school and celebrated to excel in academics.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
----	-----------------------	-----	--------	----------------	----------------------------	----------------	--------------------	-----------	-----------

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Guidance Asst -				0013-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F00132C	Create small groups to discuss needs and empowerment
--	-----------------	--	--	--	-----------------------------------------	-----------------------	-----------	-----------------------------------------------------------------------	------------------------------------------------------

--	--	--	--	--	--	--	--	--	--



## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### **IMPLEMENTATION**

In the SPSA, our goal is to effectively communicate with all parents regarding student progress. We share our data through formal and informal parent meetings, report cards, parent/teacher conferences, student study teams, ELPAC, and SBA parent workshops. We aim to reach out to at least 100% of families that would attend at least one school event and we purposely use a variety of methods: via print and online flyers, automated phone calls, Family Fridays and now while on online virtually via zoom, monthly calendars online and on print, online announcements by teachers through Google Classroom, Seesaw, the marquee in different languages when possible, ClassDojo, Instagram, Twitter, and Facebook. We also communicated all of the events in both English and Spanish and when using School Messenger are shared in different languages.

In addition to the above, parent workshops are actively sought out and offered by the school site.

1. In 19-20 we utilized DEEP to bring in 0-5 Parent Institute who offered weekly workshops about Early Childhood education. Due to COVID19 the completion of the program ended earlier.
2. Field trip to UCSD to expose parents to college life was scheduled for May 2020. Due to COVID19 the completion of the program ended earlier. This field trip has been scheduled for May 2021.
3. Understanding the ELPAC test and results workshop with the resource teacher.

In order to encourage participation in groups such as ELAC and SSC, we use funds for child-care expenses and offered light refreshments. During online learning, the meetings will be held on Zoom.

Parent communication is facilitated through funding for duplication services of items such as the yearly family handbook and flyers for special events.

Parent workshops are enhanced through funding for basic supplies such as paper, writing utensils, books, and binders.

#### **EFFECTIVENESS OF STRATEGIES**

In terms of our parent participation goal, the Cal Schools Parent Survey 2018-19 showed that 81% of parents said they attended a school event.

Similarly, 94% said they attended a parent-teacher conference, and 86% said they attended a general school meeting. Due to COVID19 the data to

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

demonstrate the effectiveness of parent engagement ended earlier. Nonetheless, we continue to meet via zoom, ClassDojo, Instagram, and Facebook several times per week to reach out to parents. In terms of our communication goal, the Cal Schools Parent Survey 2018-19 showed that 59% Very Well and an additional 39% Just Ok, feel that the school lets them know how their child is doing in school between report cards which means we are not meeting the expected communication goal.

In addition, the following is data for the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19:

- School allows **input** and welcomes parents' contributions Strongly Agree 47% and Agree 48%
- School **encourages** me to be an active partner with the school in educating my child Strongly Agree 45% and Agree 49%
- School actively seeks the input of parents before making **important decisions** Strongly Agree 34% and Agree 47%
- Parents feel welcome to **participate** at this school Strongly Agree 54% and 39% Agree

When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement. We would like to see an increase in the category of Strongly Agree. Due to COVID19 the data to demonstrate the effectiveness of parent communication ended earlier. Nonetheless, we continue to encourage communication and meet via zoom, ClassDojo, Instagram, and Facebook several times per week to reach out to parents.

### \*Major Differences

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

We aim to reach out to at least 100% of families would attend at least one school event and we purposely use a variety of methods: via print and online flyers, automated phone calls, Family Fridays and now while on online virtually via zoom, monthly calendars online and on print, home visits, website, SST, IEPs, online announcements by teachers through Google Classroom, Seesaw, the marquee in different languages when possible, ClassDojo, Instagram, Twitter, and Facebook. We also communicated all of the events in both English and Spanish and when using School Messenger messages are shared in different languages and virtually while on online learning.

### \*Changes

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 site will continue to seek out parent training opportunities through the district and the community. For 2020-2021 we are attempting to find workshop opportunities around health, wellness and continue with the partnership with PIQE parents institute for quality education for families, college, city involvement and academic growth.

### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	All parents/guardians will have an email in PowerSchool system to	80%	100%	Other - Describe in objective

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		receive regular communication from the school			
June 2021	SSC	Parents/guardians will have the opportunity to attend monthly SSC/SGT/Weekly virtual parent coffee meetings at Balboa	100%	100%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	34% (strongly agree)	50%	CAL - SCHLS (CSPS)

### \*Identified Need

In order to support students academically, parents will have access to the Power School Parent Portal program. When parents are monitoring grades and attendance, students will be able to increase academic achievement

2018-2019 data from CHKS demonstrated that Balboa, allows input and welcomes parents' contributions Strongly Agree 47% and Agree 48%, that Balboa encouraged parents to be active partners with the school in educating students Strongly Agree 45% and Agree 49%. Balboa actively seeks the input of parents before making important decisions Strongly Agree 34% and Agree 47% were the results. Parents feel welcome to participate at this school Strongly Agree 54% and 39% Agree and when looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement.

The goal for 2020-2021 is to improve in all of the Agree responses to Strongly Agree.

### \*Online Learning Implications

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- 

District is also supplying families with training on SEL, Wellness, Health and Safety.

- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers.

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC (School Site Council) in order for parents to consult, provide feedback or advise.

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents/guardians will participate in at least three school event.	81%	100%	Attendance
June 2021	ELAC	Parents will participate in ELAC and support in the recommendations proposed	81	95	Meeting Attendance

### Strategy/Activity 1: Capacity Building

#### \*Families to be served by this Strategy/Activity

All families will be invited to the parent events on campus or Zoom.

#### \*Strategy/Activity - Description

**We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:**

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
  - Title 1 Presentation
  - Attendance
  - Schoolwide Academic Performance
  - Safety Plan
  - Explaining the role of support staff (counselor, resource teacher, PE teacher)
  - Health and Wellness
  - Zones of Regulation

- The PIT, Sphere of Success and Alliances  
 PIQE: parent institute for quality education  
 Balboa School has a dedicated parent volunteer center. As soon as we are back to brick and mortar, this center will have a parent room for workshop component.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00133A	Supplies		\$547.00	\$547.00	0013-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Basic supplies necessary to facilitate parent meetings/workshops such as writing utensils, binders, books.
N00134R	Conference Local		\$600.00	\$600.00	0013-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Conference and registration fees for parents
N00136P	Interprogram Svcs/Paper		\$200.00	\$200.00	0013-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To print flyers and informational brochures.
N001395	Inservice supplies		\$1,500.00	\$1,500.00	0013-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments
N0013DS	Software License		\$400.00	\$400.00	0013-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Online programs for parents such as Rosetta Stone

**\*Additional Supports for this Strategy/Activity**

The school will encourage participation through effective communication strategies:

- all site developed communications will occur in Spanish and English
- Monthly school calendar
- Automated phone calls
- Marquee
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal
- Social media: Twitter, Facebook, Instagram, ClassDojo

**Goal 8- Graduation/Promotion Rate**

**Call to Action Belief Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our analysis of the 20-21 SPSA shows that we were successful in teaching the California State Standards by utilizing a schoolwide implementation of a new Language Arts curriculum (Benchmark). We received training through Benchmark twice during the 19-20 and 20-21 school years. We teach a minimum of 7 units and every grade level is able to achieve this goal. Nonetheless, our Language Arts SBAC test was cancelled due to COVID19, but in our observation of the practices learned and used from Benchmark tells us that we are training our students towards effectiveness in our implementation of the program.

Our resource teacher works with English Learners, Hispanic or Latino, African American or Black and Low Socioeconomically Disadvantaged students and collaborates with special education teachers to assist Students with Disabilities.

**\*Major Differences**

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

No major differences.

**\*Changes**

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.

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In 19-20 we extended the FAST a new diagnostic assessment system to 2nd graders and in 20-21 we will add Kinder and first grade. We are going to continue with the co-teaching model with Special Education.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	will meet or exceed standard in ELA	21	35	CAASPP ELA	annually
June 2021	5	will meet or exceed standard in ELA	38	53	CAASPP ELA	annually

**\*Identified Need**

The CA Dashboard notes that in 2019 Balboa 22.1% overall students chronically absent. English Learners were absent 21.4%, students with Disabilities were absent 27.3%, Hispanic or Latino were absent 20.3%, African American or Black were absent 43.5% and Low Socioeconomically Disadvantaged students were absent 23%.

Students are invited to Saturday school to make up work and clear absences and get help in academics and social-emotional support through the planned activities.

**\*Online Learning Implications**

-The work of the counselor and guidance assistant support the varying needs of unduplicated students English Learners, Hispanic or Latino, Students with Disabilities, Black or African American and Low Socioeconomically Disadvantaged students that may be wide ranging and beyond the educational realm. The counselor and guidance assistant ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and promotion.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3/5	English Learner	will meet or exceed standard in ELA	3	D	CAASPP ELA	annually
June 2021	3/5	English Learner	make at least one year's growth on DRA/FAST/Other diagnostic	TBD	TBD	Other (Describe in Objective)	annually

**Strategy/Activity 1: Resource Teacher**

**\*Students to be served by this Strategy/Activity**

All EL Students.

**\*Strategy/Activity - Description**

## Balboa Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Will closely monitor, identify, group and support students in classrooms, small group intervention, parent support in conjunction with the OLA and ELAC.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0013-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F00132E	Resource teacher works with small intervention groups of students who are English Learners and struggling readers.
	Inschool Resource Tchr				0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F00132F	Resource teacher works with small intervention groups of students who are English Learners and struggling readers.



## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. Listen: I listen carefully to what I am told directly as well as what I "hear" indirectly. Indirect listening includes things I am told by one person which are reflective of the collective thought as well as sitting quietly with a group (e.g. PLC) and just taking in what I hear.
2. Respect: I understand that I am working with a group of professionals with many years of experience. I understand that I don't have all the answers or the best ideas. I understand that these are people with lives outside of work. I understand that negotiation is important, while ego is irrelevant and dangerous.
3. Participate: My participation includes classroom observations and feedback, joining PLCs, and using my expertise in certain areas to support teaching and learning. For example, data and assessment, in particular using data management systems to facilitate data analysis is an area of strength for me but not for everyone. As such, I support teachers by bringing to the table the data that we need in order to make instructional decisions and monitor student progress. Although I try to show teachers how to utilize the data management system (DMS), I realize that much of what I do is very complicated and time-consuming therefore it wouldn't be practical to expect them to learn everything I know about the DMS. It is more important to us to get to the analysis therefore, I often provide reports that allow us to do this quickly and efficiently.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**

# Balboa Elementary Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 196,531

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 399,035

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$95,761
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$95,761

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$106,743
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 106,743

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$399,035

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Balboa Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.6000	\$ 57,052.20	
		Inschool Resource Tchr	3000			\$ 24,181.91	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 8,000.00	
			3000			\$ 1,783.20	
			4301	Supplies		\$ 15,726.00	
	<b>09800 LCFF Intervention Support Total</b>					<b>0.6000</b>	<b>\$ 106,743.31</b>
	30100 Title I Basic Program	30100 Title I Basic Program	Attendance Asst	2404	Guidance/Attendance Asst	0.1250	\$ 4,126.13
			Attendance Asst	3000			\$ 5,087.15
			Guidance Asst	2404	Guidance/Attendance Asst	0.6250	\$ 20,322.50
			Guidance Asst	3000			\$ 25,333.30
			Inschool Resource Tchr	1109	Pull/Out Push In	0.4000	\$ 38,034.80
			Inschool Resource Tchr	3000			\$ 16,121.27
				1157	Classroom Teacher Hrly		\$ 2,600.00
				1192	Prof&Curriclm Dev Vist Tchr		\$ 36,000.00
				3000			\$ 8,603.94
				4301	Supplies		\$ 23,055.00
				5209	Conference Local		\$ 1,300.00
				5733	Interprogram Svcs/Paper		\$ 3,000.00
				5735	Interprogram Svcs/Field Trip		\$ 4,700.00
				5841	Software License		\$ 5,000.00
<b>30100 Title I Basic Program Total</b>					<b>1.1500</b>	<b>\$ 193,284.09</b>	
30103 Title I Parent Involvement	30103 Title I Parent Involvement		4301	Supplies		\$ 547.00	
			4304	Inservice supplies		\$ 1,500.00	
			5209	Conference Local		\$ 600.00	
			5733	Interprogram Svcs/Paper		\$ 200.00	
			5841	Software License		\$ 400.00	
<b>30103 Title I Parent Involvement Total</b>						<b>\$ 3,247.00</b>	
30106 Title I Supplmnt Prog Imprvmt	30106 Title I Supplmnt Prog Imprvmt		1157	Classroom Teacher Hrly		\$ 4,400.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 30,000.00	
			3000			\$ 7,667.76	
			4301	Supplies		\$ 15,693.00	
			5100	Contracted Svcs > \$25K		\$ 38,000.00	
<b>30106 Title I Supplmnt Prog Imprvmt Total</b>						<b>\$ 95,760.76</b>	
<b>Grand Total</b>					<b>1.7500</b>	<b>\$ 399,035.16</b>	

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

**Balboa Elementary School**  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Balboa Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents. Our annual meeting was held during our Back to School Week, September 24, 2020. We shared with parents a description of the Title I program and its requirements. The meeting was an open invitation extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Balboa Elementary School. At this meeting the template for the Policy was discussed and the specifics regarding what should be included in the Policy were shared. Through open discussion, parents and principal reached consensus as to the information to be included. The Title I Parent & Family Engagement Policy will be distributed to parents on October 1, 2020, in English and Spanish through email, ClassDojo, and classroom teachers.

To involve parents in the parent and family engagement policy at Balboa Elementary, the following practices have been established:

- Balboa Elementary convenes an annual meeting to inform Title I parents about policy requirements and about the right of parents to be involved in the Title I program.
- SSC meetings are scheduled at a time that is convenient for parents and community members.
- Balboa Elementary involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the parent and family engagement policy.
- Balboa Elementary provides parents of Title I students with timely information about Title I programs through the school bulletin boards, school calendar, flyers, phone calls, marquee, and ClassDojo..

Balboa Elementary offers a flexible number of meetings for parents of Title I students including SSC, SGT, ELAC, and Coffee with the Principal. Meetings are held at different times, based on parent input. All parents are encouraged to participate and provide input at these meetings. Parents are also welcomed to provide input through ClassDojo, Facebook, Instagram, and Twitter.

Balboa Elementary provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- We provide feedback to parents during Back to School Week, parent/teacher conferences and report cards.
- We provide parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.

- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment by district presenters.
- We also provide parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

**Title I School Parent Compact**

Balboa Elementary engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- We provide Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment through the district. Last year we hosted PIQE (Parent Institute for Quality Education.)
- We provide parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- Balboa promotes the importance of ongoing communication between parents and teachers through parent-teacher conferences in the fall and spring, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child’s class, and opportunities to observe classroom activities.
- Teachers adhere to the district’s at-risk, identification, intervention and support timelines.
- The principal and teachers meet with parents when students are in severe academic jeopardy through Student Study Teams to develop strategies to support the student.

Balboa Elementary coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. When necessary the principal, school nurse, counselor, school psychologist, guidance, and instructional staff are aware of district central support services and make necessary contacts when students’ needs cannot be appropriately addressed at the time.

Balboa Elementary provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- We distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents in English with Spanish translation either through district interpreters or school personnel.
- We offer a flexible number of meetings for parents of Title I students including SSC, SGT, ELAC, and Coffee with the Principal. Meetings are held at different times, based on parent input.
- Student assemblies are open to all families.



- We create and share a monthly Balboa calendar that includes meeting announcements and other important information.
- We send SchoolMessenger messages and emails with meeting announcements and information as well as ClassDojo, Facebook and Instagram, and Twitter messages.
- Meeting information and announcements are added to the school marquee.

During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by school administration.

This policy was adopted by Balboa Elementary School on September 24, 2020, and will be in effect for the 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before October 1, 2020.



Hector Bravo  
Principal  
Balboa Elementary

Approved by SSC on September 30, 2020

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Financial Planning, Monitoring and Accountability Department**

**BALBOA ELEMENTARY SCHOOL**

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect during the 2020-2021 school year.

Balboa Elementary school distributes to parents and family members of Title I, Part A students, a school parent compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help Students achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

The school's responsibility is to provide high quality curriculum and instruction. The ways parents and family members will be responsible for supporting their children's learning.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards.
- During Back to School Week classroom teachers provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.
- Balboa Elementary has an expert and talented teaching staff. As part of the San Diego Unified School District, we have educational standards and objectives in all curriculum areas. The standards for each curriculum area at each grade level are provided by the state of California. Our students are consistently exposed to extensions of curriculum and enrichment experiences on a daily basis.

Balboa Elementary promotes the importance of ongoing communication between parents and teachers through parent-teacher conferences in the fall and spring, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

- Teachers expect to meet with every parent during the first grading period to establish the communication between home and school to better meet the needs of each student. Parent- Teacher conferences are held twice a year to discuss student progress and establish academic goals.
- Parents and teachers can call a meeting to discuss academic performance at any time by making an appointment in advance.
- At Balboa Elementary, there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic programs, such as

participation in governance committees, special events, fundraising, parent organization, and in classrooms.

Balboa Elementary provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children.

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASPP, ELPAC, Benchmark, FAST and DRA.

With the assistance of Title I, Part A parents and family members, the school educates staff members on the value of parent and family member contributions, and how to work with parents and family members as equal partners.

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

Balboa Elementary coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children.

- Balboa convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School Week parent meeting. Bulletin boards, school monthly calendars, flyers, phone calls, marquee, ClassDojo, FaceBook, Twitter, and Instagram are used to advertise parent meetings and training sessions offered at our school.
- In addition, we have a fully converted room for parent meetings and planning where parents can go and print, use computers and get informed about school activities.

Balboa Elementary provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand.

- We distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents in English with Spanish translation either through district interpreters or school personnel.
- Messages sent through ClassDojo translates messages into spanish and SchoolMessenger translates to other languages.

This Compact was adopted by the Balboa Elementary School on September 24, 2020, and will be in effect for the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2020.



Hector Bravo,  
Principal  
Balboa Elementary

Approved by SSC on 9/30/20

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

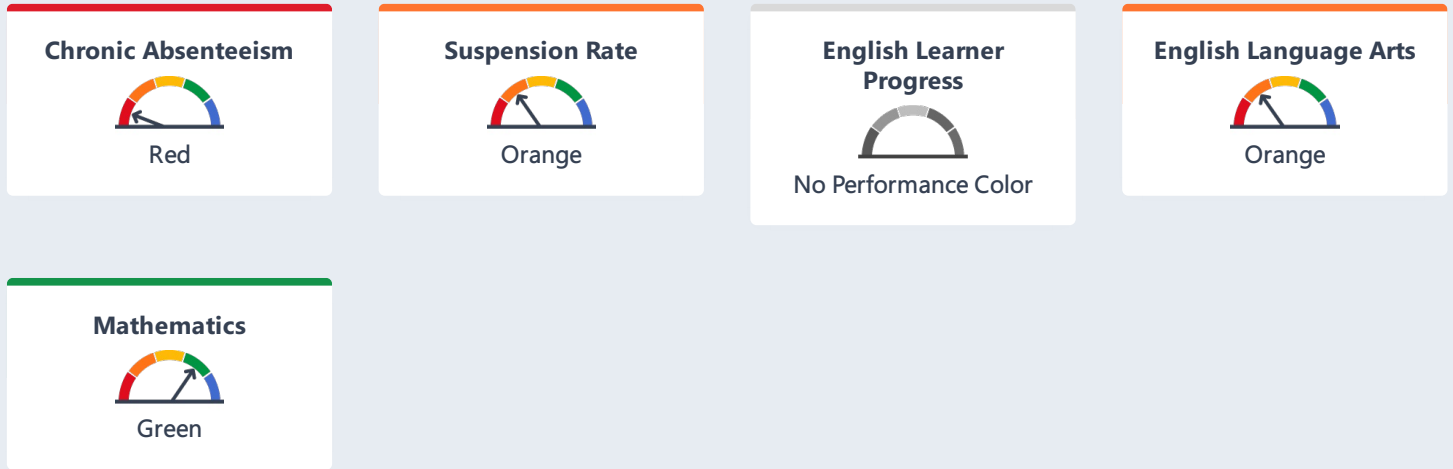
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

# Balboa Elementary

Explore the performance of Balboa Elementary under California's Accountability System.

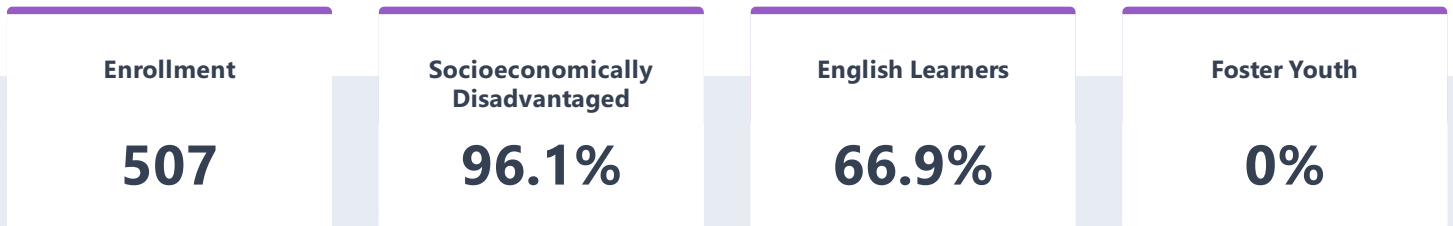


## School Details

<b>NAME</b> Balboa Elementary	<b>ADDRESS</b> 1844 South 40th Street San Diego, CA 92113-4017	<b>WEBSITE</b> <a href="http://new.sandi.net/sch...">http://new.sandi.net/sch...</a>	<b>GRADES SERVED</b> K-5
----------------------------------	----------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------

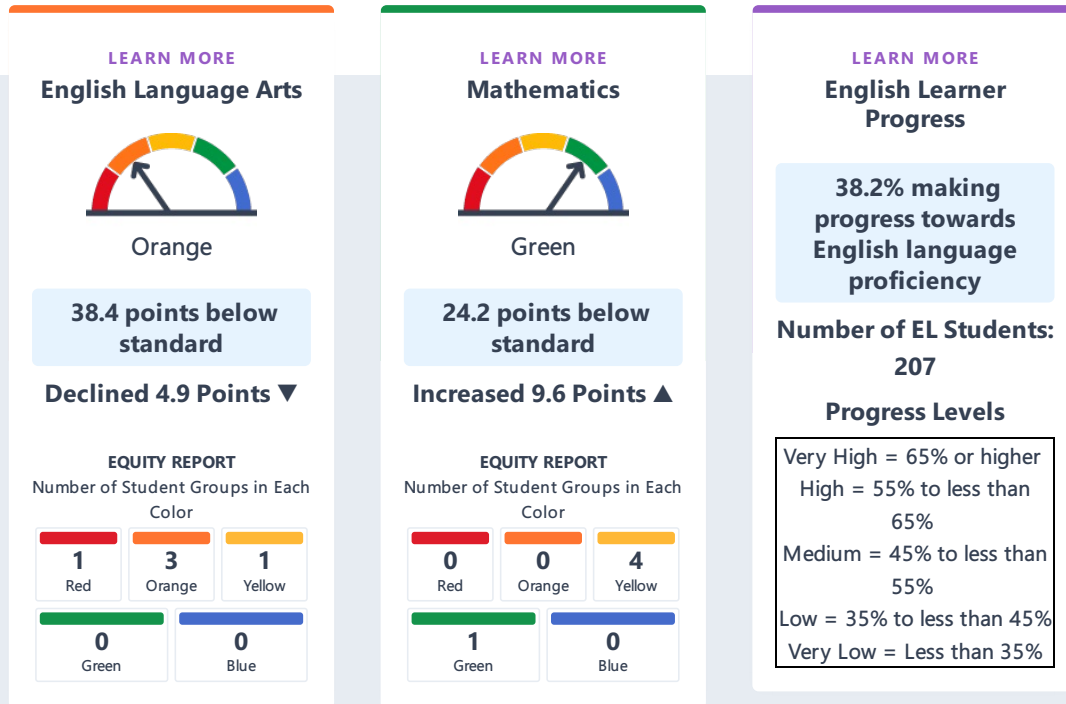
## Student Population

Explore information about this school's student population.



# Academic Performance

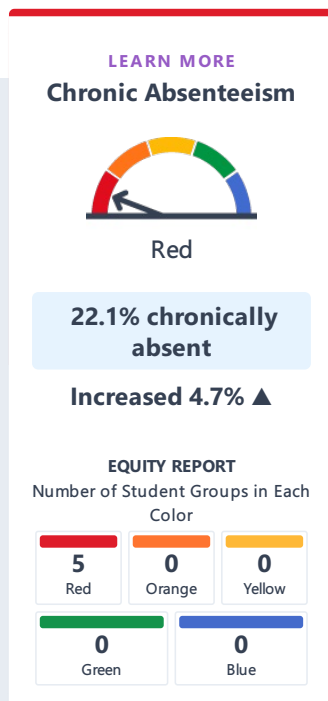
View Student Assessment Results and other aspects of school performance.



## BALBOA ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Orange

**2.2% suspended at least once**

**Increased 0.8% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>1</b> Red	<b>4</b> Orange	<b>0</b> Yellow
<b>0</b> Green	<b>0</b> Blue	



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

38.4 points below standard

Declined 4.9 Points ▼

Number of Students: 209

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

Homeless



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Two or More Races

White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Two or More Races

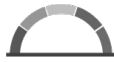


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Students with Disabilities



Red

113.1 points below standard

Declined 19.1 Points ▼

Number of Students: 33

### English Learners



Orange

44.7 points below standard

Maintained -2.6 Points

Number of Students: 148

### Hispanic



Orange

39 points below standard

Declined 6.3 Points ▼

Number of Students: 193

### Socioeconomically Disadvantaged



Orange

40.7 points below standard

Declined 4.3 Points ▼

Number of Students: 203

### Homeless



Yellow

53.1 points below standard

Increased 16.8 Points ▲

Number of Students: 44

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 59 points below standard

33.5 points below standard

38.4 points below standard

## English Language Arts Data Comparisons: English Learners

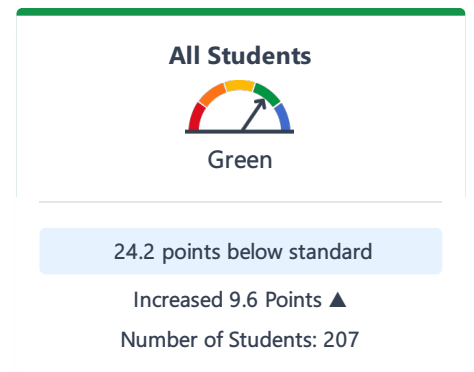
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
73.5 points below standard	23.6 points above standard	38.3 points below standard
Maintained 2.9 Points	Declined 22.8 Points ▼	Declined 11.7 Points ▼
Number of Students: 104	Number of Students: 44	Number of Students: 48

## Mathematics

### All Students







Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>English Learners</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>
 <p>Green</p> <p>Hispanic</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p>

**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**Two or More Races**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**White**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**English Learners**

Yellow

26 points below standard

Increased 13.4 Points ▲

Number of Students: 146

**Homeless**

Yellow

38.8 points below standard

Increased 17.8 Points ▲

Number of Students: 44

**Socioeconomically Disadvantaged**

Yellow

26.6 points below standard

Increased 9.4 Points ▲

Number of Students: 201

**Students with Disabilities**

Yellow

85.5 points below standard

Increased 28.8 Points ▲

Number of Students: 31

**Hispanic**

Green

24.1 points below standard

Increased 11.4 Points ▲

Number of Students: 191

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	60.1 points below standard	33.8 points below standard	24.2 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
52.2 points below standard	34.6 points above standard	24 points below standard
Increased 13.2 Points ▲	Increased 8.1 Points ▲	Increased 3.9 Points ▲
Number of Students: 102	Number of Students: 44	Number of Students: 48

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**38.2% making progress towards English language proficiency**

**Number of EL Students: 207**

**Performance Level**

Low

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Red

22.1% chronically absent

Increased 4.7% ▲

Number of Students: 530

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### African American



No Performance Color

43.5% chronically absent

Increased 10.1% ▲

Number of Students: 23

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

44.4% chronically absent

Increased 20.9% ▲

Number of Students: 18

### White



No Performance Color

15.8% chronically absent

Declined 1.9% ▼

Number of Students: 19

### Students with Disabilities



Red

27.3% chronically absent

Increased 6.8% ▲

Number of Students: 88

### English Learners



Red

21.4% chronically absent

Increased 5.6% ▲

Number of Students: 351

### Hispanic



Red

20.3% chronically absent

Increased 3.6% ▲

Number of Students: 449

### Homeless



Red

31.1% chronically absent

Increased 2.6% ▲

Number of Students: 132

### Socioeconomically Disadvantaged



Red

23% chronically absent

Increased 4.9% ▲

Number of Students: 509

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Orange

2.2% suspended at least once

Increased 0.8% ▲

Number of Students: 546

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Two or More Races

Pacific Islander

White



### African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 20

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 19

### Students with Disabilities



Red

6.7% suspended at least once

Increased 5.5% ▲

Number of Students: 89

### English Learners



Orange

2.2% suspended at least once

Increased 0.6% ▲

Number of Students: 359

### Hispanic



Orange

2.6% suspended at least once

Increased 1% ▲

Number of Students: 463

### Homeless



Orange

2.1% suspended at least once

Increased 1.5% ▲

Number of Students: 140

### Socioeconomically Disadvantaged



Orange

2.1% suspended at least once

Increased 0.8% ▲

Number of Students: 522



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	220	22.3	236	33.5	229	27.1	225	38.2	218	32.6	10.3	-5.6	228	12.3	237	22.8	240	20.0	230	34.8	218	38.5	26.2	3.7
Female	113	24.8	117	41.0	111	35.1	111	39.6	112	38.4	13.6	-1.2	116	12.9	120	23.3	120	24.2	112	32.1	113	32.7	19.8	0.6
Male	107	19.6	119	26.1	118	19.5	114	36.8	106	26.4	6.8	-10.4	112	11.6	117	22.2	120	15.8	118	37.3	105	44.8	33.2	7.5
African American	9	-	3	6.7	4	-	5	-	8	-	-	-	9	-	4	-	5	-	6	-	8	-	-	-
Asian**	2	-	1	73.1	2	-	1	-	1	-	-	-	2	-	2	-	3	-	1	-	1	-	-	-
Filipino	1	-	0	53.3	3	-	1	-	3	-	-	-	1	-	0	-	3	-	1	-	3	-	-	-
Hispanic	193	22.3	223	32.7	211	25.1	212	38.2	199	32.2	9.9	-6.0	201	11.9	221	22.6	220	18.6	216	34.3	198	38.9	27.0	4.6
Indochinese**	0	-	0	80.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	11	27.3	7	65.0	7	-	4	-	3	-	-	-	11	27.3	8	-	7	-	4	-	3	-	-	-
Multiracial	4	-	2	40.0	2	-	2	-	4	-	-	-	4	-	2	-	2	-	2	-	5	-	-	-
English Learner	123	8.1	126	17.5	97	2.1	115	20.0	106	20.8	12.7	0.8	131	5.3	129	11.6	105	3.8	119	20.2	107	24.3	19.0	4.1
English-Speaking	97	40.2	110	51.8	132	45.5	110	57.3	112	43.8	3.6	-13.5	97	21.6	108	36.1	135	32.6	111	50.5	111	52.3	30.7	1.8
Reclassified†	40	50.0	55	69.1	71	52.1	44	77.3	46	63.0	13.0	-14.3	39	30.8	55	45.5	72	40.3	44	68.2	46	78.3	47.5	10.1
Initially Eng. Speaking	57	33.3	55	34.5	61	37.7	66	43.9	66	30.3	-3.0	-13.6	58	15.5	53	26.4	63	23.8	67	38.8	65	33.8	18.3	-5.0
Econ. Disadv.*	220	22.3	222	33.8	219	26.9	218	37.2	212	31.6	9.3	-5.6	228	12.3	220	22.7	228	20.2	222	33.8	211	37.9	25.6	4.1
Non-Econ. Disadv.	0	-	14	28.6	10	30.0	7	-	6	-	-	-	0	-	17	23.5	12	16.7	8	-	7	-	-	-
Gifted	33	42.4	48	64.6	32	62.5	20	85.0	11	72.7	30.3	-12.3	33	36.4	47	57.4	32	50.0	20	85.0	11	90.9	54.5	5.9
Not Gifted	187	18.7	188	25.5	197	21.3	205	33.7	207	30.4	11.7	-3.3	195	8.2	190	14.2	208	15.4	210	30.0	207	35.7	27.5	5.7
With Disabilities	26	0.0	35	2.9	0	-	21	9.5	29	6.9	6.9	-2.6	26	0.0	32	0.0	0	-	21	4.8	27	3.7	3.7	-1.1
WO Disabilities	194	25.3	201	38.8	198	31.3	204	41.2	189	36.5	11.2	-4.7	202	13.9	205	26.3	209	23.0	209	37.8	191	43.5	29.6	5.7
Homeless	10	40.0	47	36.2	56	30.4	43	23.3	48	27.1	-12.9	3.8	9	-	47	21.3	60	13.3	44	29.5	49	32.7	-	3.2
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	2	70.2	1	-	2	-	0	-	-	-	6	-	2	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	76	21.1	82	32.9	76	22.4	81	38.3	70	20.0	-1.1	-18.3	78	12.8	83	27.7	79	19.0	82	35.4	71	35.2	22.4	-0.2
Female	47	19.1	32	43.8	31	29.0	47	34.0	39	28.2	9.1	-5.8	48	14.6	33	30.3	33	27.3	48	27.1	39	33.3	18.7	6.2
Male	29	24.1	50	26.0	45	17.8	34	44.1	31	9.7	-14.4	-34.4	30	10.0	50	26.0	46	13.0	34	47.1	32	37.5	27.5	-9.6
African American	4	-	1	6.7	2	-	2	-	2	-	-	-	4	-	2	-	2	-	3	-	2	-	-	-
Asian**	0	-	0	73.1	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	53.3	2	-	0	-	2	-	-	-	0	-	0	-	2	-	0	-	2	-	-	-
Hispanic	65	21.5	81	33.3	67	19.4	77	40.3	62	19.4	-2.1	-20.9	67	11.9	81	28.4	70	15.7	77	37.7	62	37.1	25.2	-0.6
Indochinese**	0	-	0	80.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	6	-	0	65.0	2	-	1	-	1	-	-	-	6	-	0	-	2	-	1	-	1	-	-	-
Multiracial	1	-	0	40.0	2	-	1	-	3	-	-	-	1	-	0	-	2	-	1	-	4	-	-	-
English Learner	51	13.7	55	20.0	41	2.4	54	31.5	30	3.3	-10.4	-28.2	53	9.4	57	14.0	42	4.8	54	29.6	31	12.9	3.5	-16.7
English-Speaking	25	36.0	27	59.3	35	45.7	27	51.9	40	32.5	-3.5	-19.4	25	20.0	26	57.7	37	35.1	28	46.4	40	52.5	32.5	6.1
Reclassified†	5	-	10	100.0	12	58.3	5	-	21	47.6	-	-	5	-	10	100.0	13	53.8	5	-	21	71.4	-	-
Initially Eng. Speaking	20	30.0	17	35.3	23	39.1	22	40.9	19	15.8	-14.2	-25.1	20	10.0	16	31.3	24	25.0	23	34.8	19	31.6	21.6	-3.2
Econ. Disadv.*	76	21.1	77	32.5	72	23.6	78	37.2	69	18.8	-2.3	-18.4	78	12.8	78	28.2	75	20.0	79	34.2	70	34.3	21.5	0.1
Non-Econ. Disadv.	0	-	5	28.6	10	30.0	3	-	1	-	-	-	0	-	5	-	12	16.7	3	-	1	-	-	-
Gifted	17	23.5	15	73.3	5	-	2	-	11	72.7	49.2	-	17	17.6	15	73.3	5	-	2	-	11	90.9	73.3	-
Not Gifted	59	20.3	67	23.9	71	19.7	79	36.7	69	20.3	0.0	-16.4	61	11.5	68	17.6	74	14.9	80	33.8	70	35.7	24.2	1.9
With Disabilities	8	-	35	2.9	0	-	21	9.5	29	6.9	-	-2.6	8	-	7	-	0	-	21	4.8	27	3.7	-	-1.1
WO Disabilities	68	23.5	75	36.0	65	26.2	74	41.9	59	23.7	0.2	-18.2	70	14.3	76	30.3	68	22.1	75	38.7	61	41.0	26.7	2.3
Homeless	5	-	17	29.4	19	21.1	12	25.0	11	36.4	-	11.4	5	-	17	23.5	21	4.8	13	38.5	12	25.0	-	-13.5
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	70.2	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	79	21.5	73	30.1	80	28.7	65	35.4	83	38.6	17.1	3.2	80	17.5	74	21.6	84	21.4	68	33.8	83	37.3	19.8	3.5
Female	36	25.0	47	40.4	34	38.2	28	42.9	44	40.9	15.9	-2.0	36	16.7	49	24.5	38	26.3	28	35.7	45	26.7	10.0	-9.0
Male	43	18.6	26	11.5	46	21.7	37	29.7	39	35.9	17.3	6.2	44	18.2	25	16.0	46	17.4	40	32.5	38	50.0	31.8	17.5
African American	3	-	1	6.7	2	-	1	-	3	-	-	-	3	-	1	-	2	-	1	-	3	-	-	-
Asian**	1	-	0	73.1	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	53.3	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Hispanic	72	22.2	66	27.3	77	27.3	59	33.9	79	38.0	15.8	4.1	73	17.8	66	19.7	81	21.0	62	30.6	79	36.7	18.9	6.1
Indochinese**	0	-	0	80.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	6	65.0	0	-	2	-	1	-	-	-	2	-	6	-	0	-	2	-	1	-	-	-
Multiracial	1	-	0	40.0	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
English Learner	47	0.0	42	11.9	29	3.4	31	12.9	48	27.1	27.1	14.2	48	2.1	43	11.6	32	0.0	34	17.6	49	28.6	26.5	11.0
English-Speaking	32	53.1	31	54.8	51	43.1	34	55.9	35	54.3	1.2	-1.6	32	40.6	31	35.5	52	34.6	34	50.0	34	50.0	9.4	0.0
Reclassified†	12	83.3	14	92.9	28	50.0	12	83.3	10	90.0	6.7	6.7	12	66.7	14	57.1	28	35.7	12	75.0	10	80.0	13.3	5.0
Initially Eng. Speaking	20	35.0	17	23.5	23	34.8	22	40.9	25	40.0	5.0	-0.9	20	25.0	17	17.6	24	33.3	22	36.4	24	37.5	12.5	1.1
Econ. Disadv.*	79	21.5	72	30.6	75	28.0	65	35.4	79	36.7	15.2	1.3	80	17.5	72	20.8	77	20.8	67	34.3	78	37.2	19.7	2.9
Non-Econ. Disadv.	0	-	14	28.6	5	-	7	-	4	-	-	-	0	-	2	-	7	-	8	-	5	-	-	-
Gifted	15	60.0	16	50.0	13	53.8	5	-	5	-	-	-	15	53.3	15	40.0	13	61.5	5	-	5	-	-	-
Not Gifted	64	12.5	57	24.6	67	23.9	60	31.7	78	35.9	23.4	4.2	65	9.2	59	16.9	71	14.1	63	28.6	78	33.3	24.1	4.7
With Disabilities	10	0.0	35	2.9	0	-	21	9.5	9	-	-	-	10	0.0	12	0.0	0	-	21	4.8	9	-	-	-
WO Disabilities	69	24.6	61	36.1	72	31.9	59	39.0	74	41.9	17.3	2.9	70	20.0	62	25.8	76	23.7	62	37.1	74	40.5	20.5	3.4
Homeless	1	-	18	44.4	19	21.1	16	25.0	15	20.0	-	-5.0	1	-	19	15.8	19	10.5	16	25.0	15	33.3	-	8.3
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	70.2	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Balboa**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	65	24.6	81	37.0	73	30.1	79	40.5	65	38.5	13.9	-2.0	70	5.7	80	18.8	77	19.5	80	35.0	64	43.8	38.1	8.8
Female	30	33.3	38	39.5	46	37.0	36	44.4	29	48.3	15.0	3.9	32	6.3	38	15.8	49	20.4	36	36.1	29	41.4	35.1	5.3
Male	35	17.1	43	34.9	27	18.5	43	37.2	36	30.6	13.5	-6.6	38	5.3	42	21.4	28	17.9	44	34.1	35	45.7	40.4	11.6
African American	2	-	1	6.7	0	-	2	-	3	-	-	-	2	-	1	-	1	-	2	-	3	-	-	-
Asian**	1	-	1	73.1	1	-	0	-	1	-	-	-	1	-	1	-	2	-	0	-	1	-	-	-
Filipino	1	-	0	53.3	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Hispanic	56	23.2	76	36.8	67	28.4	76	39.5	58	37.9	14.7	-1.6	61	4.9	74	18.9	69	18.8	77	33.8	57	43.9	39.0	10.1
Indochinese**	0	-	0	80.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	1	65.0	5	-	1	-	1	-	-	-	3	-	2	-	5	-	1	-	1	-	-	-
Multiracial	2	-	2	40.0	0	-	0	-	1	-	-	-	2	-	2	-	0	-	0	-	1	-	-	-
English Learner	25	12.0	29	20.7	27	0.0	30	6.7	28	28.6	16.6	21.9	30	3.3	29	6.9	31	6.5	31	6.5	27	29.6	26.3	23.1
English-Speaking	40	32.5	52	46.2	46	47.8	49	61.2	37	45.9	13.4	-15.3	40	7.5	51	25.5	46	28.3	49	53.1	37	54.1	46.6	1.0
Reclassified†	23	30.4	31	48.4	31	51.6	27	70.4	15	66.7	36.3	-3.7	22	4.5	31	22.6	31	38.7	27	59.3	15	86.7	82.2	27.4
Initially Eng. Speaking	17	35.3	21	42.9	15	40.0	22	50.0	22	31.8	-3.5	-18.2	18	11.1	20	30.0	15	6.7	22	45.5	22	31.8	20.7	-13.7
Econ. Disadv.*	65	24.6	73	38.4	72	29.2	75	38.7	64	39.1	14.5	0.4	70	5.7	70	18.6	76	19.7	76	32.9	63	42.9	37.2	10.0
Non-Econ. Disadv.	0	-	8	28.6	1	-	4	-	6	-	-	-	0	-	10	20.0	12	16.7	4	-	1	-	-	-
Gifted	1	-	17	70.6	14	71.4	13	84.6	5	-	-	-	1	-	17	58.8	14	28.6	13	76.9	5	-	-	-
Not Gifted	64	23.4	64	28.1	59	20.3	66	31.8	60	35.0	11.6	3.2	69	4.3	63	7.9	63	17.5	67	26.9	59	39.0	34.7	12.1
With Disabilities	8	-	16	6.3	0	-	8	-	9	-	-	-	8	-	13	0.0	0	-	8	-	27	3.7	-	-
WO Disabilities	57	28.1	65	44.6	61	36.1	71	42.3	56	42.9	14.8	0.6	62	6.5	67	22.4	65	23.1	72	37.5	56	50.0	43.5	12.5
Homeless	4	-	12	33.3	18	50.0	15	20.0	22	27.3	-	7.3	3	-	11	27.3	20	25.0	15	26.7	22	36.4	-	9.7
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	70.2	1	-	1	-	0	-	-	-	2	-	1	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E**

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS  
AND ACTIVITIES**

**SCHOOL NAME: CABRILLO ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

- Monthly Professional Development will focus on ELA researched best practices and monitoring of focus students
- PLCs - six times a year for 1/2 a day, will be attended by principal and grade level split teams (TK-1 and 2-4): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction
- Strategic groups and targeted instruction for after school tutoring during PrimeTime

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$13,422.20	30106-1192	Release time for teachers to collaborate in PLCs	Effective in that it gave time for teachers to meet and critically share best practices, inform instruction and analyze student work to move them into the sphere of success	COVID-19 school closure may not support Planning to utilize for when we return to site	None at this time Continue to fund

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

## Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Online reading program, Learning A-Z, was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$6,050.00	30100-5841	reading software license purchase to improve reading achievement	Software continues to support reading achievement as students enter at their individual level and work from there as they gain skills. Teachers strategically use the software based on student data.	N/A	License is through 2020-2021 school year. Reallocate funding to another source.

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Achieve 3000 was purchased for all students in grades 2-4 to use as a supplemental support to increase academic achievement in reading and writing. SSC will monitor effectiveness of this program by analyzing data, and make decisions accordingly.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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



## Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30100-5841	Reading software license purchase to improve reading achievement	N/A	Based on the data, the program did not yield results to support an improvement in reading achievement	We are no longer using the program

Note/Reminders (optional):

### Strategy/Activity 4

**\*Strategy/Activity - Description**

Purchase Library Assistant time to support ELA through access to reading books.

We will restructure the use of the library assistant's time to support ELA more effectively by utilizing a donated computer lab to engage in literacy lessons.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst	0.17500	\$6,082.74	30100-2231	Support literacy	Effective – library assistant shares literacy, best practices, and works with small groups	N/A	Continue to fund

Note/Reminders (optional):

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
<ul style="list-style-type: none"> <li>- Monthly Professional Development will focus on mathematics researched best practices and monitoring of focus students</li> <li>- PLCs - six times a year for 1/2 a day, will be attended by principal and grade level split teams (TK-1 and 2-4): highlight best practices, share teaching strategies, analyze student work, set and monitor growth goals, adjust instruction</li> <li>- Strategic groups and targeted instruction for after school tutoring during PrimeTime</li> </ul>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	release time for collaboration in PLCs	Effective in that it gave time for teachers to meet and critically share best practices, inform instruction and analyze student work to move them into the sphere of success	COVID-19 school closure may not support Planning to utilize for when we return to site	None at this time Continue to fund
Note/Reminders (optional):							

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

ESL push-in to classrooms to support integrated ELD for ELL students.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst	0.20000	\$7,212.75	30100-2101	ELL support for students	Effective, push-in was strategic to student need during core ELA and Math instruction	ESL asst took a leave of absence in February and we were not allowed to hire	Hire a new ESL assistant to push-in during core ELA and Math instruction as well as small group support in the classroom

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Purchase of supplemental ELD materials to support ELL students.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
-----------------------	-----	----------------	----------------	-----------	------------------------------------	---------------------	-----------------------

## Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>(ineffective) &amp; why?</b>	<b>evaluation results.</b>
Supplies		\$4,399.51	30100-4301	supplemental materials to support ELL students	Used funds to purchase culturally relevant, high impact reading materials and supports	N/A	One time expense Reallocate funding

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Use of supplemental programs to support IEP goals.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30100-5841	supplemental support for students with disabilities	Software supports reading achievement and goals as reading selections are strategically selected, shared and taught by educators	N/A	Continue

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Instructional supplies to support students meeting their IEP goals.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
-----------------------	-----	----------------	----------------	-----------	------------------------------------	---------------------	-----------------------

## Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>(ineffective) &amp; why?</b>	<b>evaluation results.</b>
Interprogram Svcs/Paper		\$1,000.00	30100-5733	Duplication of instructional and intervention materials.	N/A	Materials being duplicated were not at grade level and took the place of best first instruction	We will utilize funds differently to support push-in for small group work at grade level in the classroom

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Studies show an increase in attendance, academics and social-emotional well-being when there is a high home to school connection. Principal and a parent group will plan monthly activities to engage families, giving multiple opportunities for increased involvement.

Other: Families at our school.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$147.00	30103-4301	supplies for monthly events	Support for family events	N/A	Continue
Interprogram Svcs/Paper		\$300.00	30103-5733	communication materials for and with families	Timely communication that utilizes translation	N/A	Continue

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Increase communication and provide ample opportunities to attend meetings and events.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
-----------------------	-----	----------------	----------------	-----------	------------------------------------	---------------------	-----------------------

## Cabrillo Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>(ineffective) &amp; why?</b>	<b>evaluation results.</b>
Postage Expense		\$200.00	30103-5920	support communication	Allows us to send out critical information	N/A	Continue
Interprogram Svcs/Paper		\$278.00	30106-5733	support meetings and events	Allows us to promote and share vital information	N/A	Continue

Note/Reminders (optional):



**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

The principal and education specialist will lead in the staff in creating a site process for SSTs and RTi. Systems and structures will be implemented to begin and monitor students who are needing support as determined by data.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	create an SST process and monitor through professional development	Effective – a system was created and is being utilized	N/A	Continue to fund

**Note/Reminders (optional):**

**What are my leadership strategies in service of the goals?**

As Cabrillo's principal, I will support all staff in maintaining a positive school culture for each other, our students and our families. I will build the capacity of all staff to support students in increasing their academics, and building relationships and understanding of social-emotional well-being. We at Cabrillo are dedicated to the whole child. I will ensure we meet the needs of our students through professional development, individual coaching and modeling, effective professional learning communities, open communication and transparency.

Our monthly professional development meetings will align to our school goals as we learn about targeted best first practices, response to intervention, ongoing formative assessment, checking for understanding, the whole-child, ELD strategies, inclusive practices, and effective professional learning communities. I will facilitate all PDs and model these practices during PD and while working with teachers inside their individual classrooms. We will use a model of continuous improvement (plan, do, check, and act) with our PD and ensure our learning is visible to each other. As I participate alongside teachers, I will be able to determine next steps and tailor individual coaching for teachers around our goals and their needs. Part of our PD time each month will be spent in a whole team PLC. Each teacher and I will select 4 target students to monitor and support with their individual academic needs as based on data. We will utilize DuFour's four questions: what do we want students to learn, how will we know if they learned it, what will we do if they don't learn it, and what will we do if they did learn it. As a team, we will be transparent as we work together and track our students' achievement and progress on a confidential data wall.

I will participate in all PLCs for the 2020-2021 school year. We will have monthly PLCs. Given the nature of our small school community, our PLCs will be grouped by grade level spans of lower and upper elementary teachers and para educators along with the education specialist. Each PLC will follow this format: setting and

monitoring goals for ELA and Math, analyzing student work, sharing best first practices, aligning ongoing formative assessments, tracking student progress, and highlighting our call to action in meeting the needs of our English learners, Students with Disabilities, and Black Youth. As a site, we will monitor all student learning on a shared google spreadsheet which we will look at during each PLC in order to inform our instruction and determine each and every students' need.

As an instructional coach, I will collaborate alongside teachers to look at student data and discuss best first practices. I will regularly be in classrooms and leave strategic feedback for teachers to reflect upon in order to increase their teaching capacity. I will also support teachers by modeling lessons or working with small flex groups; whatever they need.

**Online Learning Leadership:**

- Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning.
- Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.
- Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.
- Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.
- Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies and digital resources with their colleagues..
- Meetings to facilitate ILT, RTI and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

**SCHOOL NAME: CABRILLO ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 2 - English Language Arts**

**Strategy/Activity 5**

**\*Strategy/Activity - Description**

Buying supplemental supplies (high-interest, culturally relevant guided and independent reading books) and instructional supports (phonics program for TK-1) to assist with closing the achievement gap. Academic field trips supporting classroom curriculum.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$5,297.99	09800-4301	supplemental instructional supports to assist in closing the achievement gap	N/A	Based on data we elected to use money to support the hiring of a retired teacher to have a greater impact by using small group instruction	Do not fund for 20-21
Interprogram Svcs/Field Trip		\$2,000.00	09800-5735	enrichment of ELA	Assemblies to promote culturally relevant enrichment of ELA	N/A	Continue to fund

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Buying of supplemental supplies, to support math instruction in the classroom and help close the achievement gap. Academic field trips supporting classroom curriculum.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Academic and intervention supplies	Effective, need instructional supplies for supplemental instructional materials to include interventions	N/A	Continue to fund
Interprogram Svcs/Field Trip	--	--	09800-5735	Academic field trips supporting classroom curriculum.	High interest field trips are effective	N/A	Continue to fund

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Monitor achievement of ELL students.

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst	0.17500	\$6,311.17	09800-2101	pay to administer ELPAC initial and summative test for ELL students as required by the state	Effective, necessary expense to test and monitor progress of our ELLs	N/A	Continue to fund
Classroom Teacher Hrly		\$3,050.50	09800-1157	visiting teachers to assist with assessment or tutoring support for English Learners	N/A	Ineffective use of money – Our ESL assistant will complete	No longer fund

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

As Cabrillo's principal, I will support all staff in maintaining a positive school culture for each other, our students and our families. I will build the capacity of all staff to support students in increasing their academics, and building relationships and understanding of social-emotional well-being. We at Cabrillo are dedicated to the whole child. I will ensure we meet the needs of our students through professional development, individual coaching and modeling, effective professional learning communities, open communication and transparency.

Our monthly professional development meetings will align to our school goals as we learn about targeted best first practices, response to intervention, ongoing formative assessment, checking for understanding, the whole-child, ELD strategies, inclusive practices, and effective professional learning communities. I will facilitate all PDs and model these practices during PD and while working with teachers inside their individual classrooms. We will

use a model of continuous improvement (plan, do, check, and act) with our PD and ensure our learning is visible to each other. As I participate alongside teachers, I will be able to determine next steps and tailor individual coaching for teachers around our goals and their needs. Part of our PD time each month will be spent in a whole team PLC. Each teacher and I will select four target students to monitor and support with their individual academic needs as based on data. We will utilize DuFour's four questions: what do we want students to learn, how will we know if they learned it, what we will do if they don't learn it, and what will we do if they did learn it. As a team, we will be transparent as we work together and track our students' achievement and progress on a confidential data wall.

I will participate in all PLCs for the 2020-2021 school year. We will have monthly PLCs. Given the nature of our small school community, our PLCs will be grouped by grade level spans of lower and upper elementary teachers and para educators along with the education specialist. Each PLC will follow this format: setting and monitoring goals for ELA and Math, analyzing student work, sharing best first practices, aligning ongoing formative assessments, tracking student progress, and highlighting our call to action in meeting the needs of our English learners, Students with Disabilities, and Black Youth. As a site, we will monitor all student learning on a shared google spreadsheet that we will look at during each PLC in order to inform our instruction and determine each and every students' need.

As an instructional coach, I will collaborate alongside teachers to look at student data and discuss best first practices. I will regularly be in classrooms and leave strategic feedback for teachers to reflect upon in order to increase their teaching capacity. I will also support teachers by modeling lessons or working with small flex groups; whatever they need.

#### Online Learning Leadership:

- Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning.
- Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.
- Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.
- Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.
- Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies and digital resources with their colleagues..
- Meetings to facilitate ILT, RTI and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

(Edit description)