

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CROWN POINT ELEMENTARY SCHOOL

2020-21

37-68338-6039424

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: Lopez, Armando

Contact Person: Lopez, Armando

Position: Principal

Telephone Number: (858) 987-5500

Address: 4033 Ingraham St, Crown Point Elementary, San Diego, CA, 92109-5946,

E-mail Address: alopez11@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: **Crown Point Junior Music Academy**

DUE: October 5, 2020

SITE CONTACT PERSON: **Armando Lopez**

PHONE: 858-987-5500

FAX:

E-MAIL ADDRESS: **alopez11@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: 9/30/2020 |
| <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 checked="" type="checkbox"/> Other (list): <u> ILT </u> | Date of presentation: 09/24/2020 |

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: October 1, 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.

Armando Lopez
Type/Print Name of School Principal

/Armando Lopez/ 10/1/2020
Signature of School Principal / Date

Brad Kelly
Type/Print Name of SSC Chairperson

/Brad Kelly/ 10/1/2020
Signature of SSC Chairperson / Date

Beatriz Orozco
Type/Print Name of ELAC Chairperson

/Beatriz Orozco/ 10/1/2020
Signature of ELAC Chairperson / Date

Christina Casillas
Type/Print Name of Area Superintendent

Christina Casillas 10/12/20
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of a schoolwide Title I Program School that has been identified as an ATSI school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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 (REQUIRED)

ELAC Meeting occurred on 2/4/20 reviewed and gave budget recommendations.

SSC Meeting occurred on 2/6/20 and Budget was approved.

ELAC Meeting occurred 9/29/20 reviewed SPSA section on English Learners and gave feedback.

SSC Meeting occurred on 10/1/20 SPSA was approved.

RESOURCE INEQUITIES

Resource inequities exist in three areas: materials, support staff, and professional learning.

Materials:

Effective instructional pedagogy and high-quality instruction drive student achievement. With these critical items is the need for appropriate materials for students to utilize in learning. There is a need for additional materials that support all Crown Point students and are specific to the needs of our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. During the 2019-2020 school year, Crown Point has various programs running concurrently in an effort to support a Guaranteed and Viable Curriculum.

Currently, we have curriculum for Mathematics (Envision) and ELA (Benchmark) which serves to target Tier 1 instruction. For Tier 2 and 3 intervention/support, we also utilize online curriculum programs such as Reading Plus, ST Math, and RazKids. Reading Plus and STMath provide students with additional instruction, intervention, and support at their specific learning level. These are all strongly evidence-based programs. We are utilizing supplemental materials in ELD (Benchmark ELD) which serve to target English Learners. However, we feel that we do not have appropriate

materials in ELA and Mathematics for our English Learners, Socioeconomically Disadvantaged students, students with disabilities, or students in Tier 2.

Support Staff:

Our English Learners receive supplemental support from our English Learner Resource Teacher. This teacher supports English Learners of all language levels including Newcomers and Long-term English Learners and the support is fully aligned with the ELD standards. English Learners collaborate with heterogeneous classmates in language tasks and expectations communicated by the teachers at high levels. As our English Learners are expected to read, write, listen, and speak at high levels, the English Learner Resource Teacher supports them in those language tasks.

Professional Learning

In the cycle of professional learning, teachers are always in need of clear-targeted professional development, planning time, peer observations, and data analysis. The on-going research in education is always evolving and highly effective instructional strategies are developing. At Crown Point, teachers and all staff understand the need to be up-to-speed on current evidence-based practices. At Crown Point, professional development typically happens once a month on Wednesdays for 2.5 hours.

The practice of PLC at Crown Point is critical to plan for and implement the professional development that has occurred year to year. Currently, teachers receive a half-day once a month to analyze data, plan for instruction, and implement the newly learned professional development.

As some of the professional development overlaps into teacher PLC time, what remains the same is the need for more professional development and Professional Learning Community time. Staff, parents, and other stakeholder groups understand the need for more time for professional development PLC time as demonstrated in the previous year's approval of the SPSA specifically in the area of visiting teachers.

Data:

The most recent data from the 2018-2019 CAASPP shows an increase in data in Language Arts and math resulting in our school being in the green level on the CDE Dashboard. Our English Language Learners (yellow level) were 5.8 points below the standard but grew 20.5 points. Our Hispanic students (yellow level) were 5.8 points below the standard and increased 4.6 points. Our Socio-economically Disadvantaged (blue level) students were 12.1 points above the standard and increased 24.1 points.

Our Students with disabilities (no performance color due to the low amount of students) were 72.5 points below the standard but increased 54.8 points. Our African American subgroup only had 11 students in the group and did not have data posted.

When considering Math from the 18-19 CAASPP, Crown Point was in the green level on the CDE Dashboard increasing by 12.6 points and 14.3 points above standard. Our Hispanic students were 19.8 points below standard and maintained their level. Our English Learners (green level) were 15.2 points below standard but increased by 20 points. Our Socio-economically Disadvantaged students (green level) were 3.2 points below the standard but increased by 14.8 points.

Our students with disabilities (no performance color due to the low amount of students) were 68.3 points below the standard but increased 27.2 points. As stated previously, our African American subgroup had only 11 students in the group and did not have data posted.

As our subgroups, do not all meet or exceed the standard in ELA and Math, Crown Point has shown growth in math and language arts measured by the CAASPP. During Professional Learning Communities and professional development throughout last year and into this year, teachers will continue to focus on the multiyear focus of Teacher Clarity, instructional strategies to implement guaranteed and viable curriculum, and strategies to ensure a safe, collaborative, and inclusive school. Teachers will continue to disaggregate data to inform their instruction based on the results of summative and formative assessments for English Learners, Black Youth, Students with Disabilities, and students who fall under the Socio-economically disadvantaged category. Due to the cancellation of the CAASPP for the 19-20 school year, we will be carrying over our goals for all subgroups for the 20-21 school year.

Chronic Absenteeism:

The 2019-2020 chronic absenteeism rate was 19.6%. The following subgroups were identified to be at-risk for chronic absenteeism:

English Learner-22.4 %

Students with Disabilities-25.8 %

Two or more races-18.4 %

Hispanic Latino-25.2 %

Socio-economically Disadvantaged 25.1 %

As our Attendance Team met monthly to decide what incentives and strategies implement, our chronic absenteeism rate increased compared to last year. Instead of meeting monthly, we will now meet three times every two months. We will also increase the number of stakeholders in our group from the Counselor, Principal, and Attendance Clerk to adding two teachers and two parents to gain better insight into effective strategies that can be implemented in our school to decrease the chronic absenteeism rate.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kari Robinson	Parent
Renee Rainville	Parent
Brad Kelly	Parent
Christopher Dumm	Parent
Amanda Smith	Parent
Lisa Tessaro-Love	Classroom Teacher
Sarah Nichols	Classroom Teacher
YenNhi Mai	Classroom Teacher
Catalina Valenzuela	Other School Personnel
Armando Lopez	Principal

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.

When considering schoolwide chronic absenteeism, the Crown Point attendance team has met monthly to review data of chronically absent students, determine who would reach out for support to the families, and create a plan for support. The reach out consisted of phone calls, meetings and home visits. The team was composed of the counselor, attendance secretary, and principal. Meeting with the school attendance team consisting of the principal, enrollment clerk, and school counselor resulted increased chronic absenteeism. The 19-20 school year baseline for chronic absenteeism was 16.9%. During the 19-20 school year, chronic absenteeism increased to 19.6% based on the California Dashboard.

***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.

COVID-19 halted Crown Point’s data collection when school closed March 13th, 2020. Any further data collection was based on a change of criteria deeming a student late or absent potentially affecting the final data. The comparison of the 18-19 data to 19-20 targets is also potentially affected due to the changes in the criteria for attendance monitoring.

***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.

Due to the increased chronic absenteeism, the attendance team will need to increase its membership of stakeholders to include more teachers and parents. The frequency of meetings will need to increase to three meetings every two months instead of 2 meetings in two months. The team will need to monitor specific students and check-in with the students' attendance and factors within the family affecting attendance. The team will monitor on a weekly basis and reach out to families who have more than one absence per week. They will monitor and reach out based on trends in attendance from the previous year and the current trends of online learning attendance. Plans will be created based on the data and needs of individual students.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Meaningful Participation in School	40	70	CAL-SCHLS (CHKS)	Annually
June 2021	TK-5	Attendance-All Students	19.6	14.6	Chronic Absenteeism	Annually

***Identified Need**

Due to COVID-19, the California Healthy Kids Survey was not administered in the 19-20 school year. Therefore, data from the 18-19 school year will be used and the targets from the 19-20 school year will carry over and be implemented for the 20-21 school year.

Data from the 2018-19 CHKS showed that 40% of students feel they meaningfully participate in their school. We would like to increase this percentage to 70%

Chronic Absenteeism data for 2019-20 shows that our shows that the following subgroups were either in the orange or red based on the California Dashboard:

Red-Students with Disabilities Subgroup (25.8%), English Learners Subgroup (22.4%), Hispanic (25.2), Socio-economically Disadvantaged (25.1%)

Orange- Two or more races (18.4%)

***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.
- Social-Emotional Learning and Restorative Justice Practices
- 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 child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

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- 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	Chronic Absenteeism	22.4	17.4	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	Chronic Absenteeism	25.8	20.8	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Chronic Absenteeism	25.2	20.2	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	Chronic Absenteeism	18.4	13.4	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Chronic Absenteeism	25.1	20.1	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Chronic Absenteeism	14	9	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Suspension Rate	1.7	0	Suspension	Annually
June 2021	TK-5	Hispanic or Latino	Suspension Rate	2.3	0	Suspension	Annually
June 2021	TK-5	Homeless/Foster	Suspension Rate	3.3	0	Suspension	Annually
June 2021	TK-5	Students with Disabilities	Suspension Rate	6.3	0	Suspension	Annually

School Counselor-Increase Attendance

*Students to be served by this Strategy/Activity

All students will be served by this strategy including the subgroups consisting of English Learners, Hispanic, SWD, and 2 or more races.

*Strategy/Activity - Description

COUNSELOR/Military Family Life Counselor (ATTENDANCE)

For the attendance goal, the counselor facilitates and/or participates the following:

- Attendance groups
- Monthly Attendance meetings

- Home visits
- Attendance Incentives
- phone calls to monitor attendance

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F007316	School Counselor	0.20000	\$17,414.40	\$25,108.69	0073-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Counselor will work with at-risk students and groups to support increased attendance and to enhance the school's positive, inclusive, safe, and collaborative culture.

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

1. Monthly Attendance meetings, which include the administrator, counselor, attendance clerk, nurse, teachers and parents. At these meetings, we review student absences and decide on a plan of action for students who are showing chronic attendance issues.
2. Incentives will be reviewed and decided upon during these meetings.
3. Meetings will be increased to 3 meetings every two months.

School Counselor-School Connectedness

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

All students will be served by this strategy including the subgroups consisting of English Learners, Hispanic, SWD, and 2 or more races.

***Strategy/Activity - Description**

COUNSELOR (SCHOOL CONNECTEDNESS)

In order to target the school connectedness goal, the counselor facilitates the following activities on a school-wide basis:

- Kindness week
- Bullying prevention lessons
- Second Step
- Restorative Circles

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0073-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F007316	Support positive and inclusive culture

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

1. Counselor will meet with students who need support based on traumatic experiences individually or in small group.
2. Counselor will work with students and SST to help determine academic and social-emotional needs

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

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

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

Implementation-Teachers received professional development in the following areas related to English Language Arts

- Quality Tier I Instruction (The Gradual Release of Instruction, using data in the moment to inform instruction, clarity of purpose and learning targets)
- PLC (Student centered data decision-making, alignment of task and the California State Standards, lesson study, and peer-observations)
- Instructional Strategies (Balanced literacy structure, guided reading focus to differentiate support during Tier I Instruction)

Outcomes/Effectiveness

- DRA (% students meeting grade level expectations in trimester two in the 19-20 school year) **TK-81.3%, K-85%, 1st-55%, 2nd-64.3%, 3rd-52.2%, 4th-72.1%, 5th-65.5%**
- SBAC ELA scores increased **5%** (2017-2018**55%** to 2018-2019 **60%**)
- SBAC EL ELA Scores increased **2.3%** (2017-2018**88.7%** to 2018-2019 **11%**)
- SBAC SWD ELA Scores increased **10.2%** (2017-2018**18.8%** to 2018-2019 **29%**)
- FAST ELA End of Year at or above - **All Students (59.2%)**
- FAST ELA End of Year at or above - **grade level**3rd- (65.9%), 4th-(46.9%) , 5th- (64.8%)

***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.

ILT worked in coordination with the site administrator to determine the multi-year strategic focus for the 19-20 school year focusing on a safe, inclusive, collaborative culture, guaranteed and viable curriculum, and Teacher Clarity. COVID-19 affected the completion of professional learning during the 19-20 school year and we will continue to maintain the multi-year strategic focus.

***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 the 2019-2020 school year, we will continue to utilize Reading Plus, which is an online independent reading practice program with assessments. We are also going to continue the focus of our Special Education co-teaching plan.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Meets or Exceeds the Standard	60	70	CAASPP ELA	Annually
June 2021	2nd-5th (2nd grade will be added this year)	Meets or Exceeds the standard	59.2	69.2	FAST aReading	Annually
June 2021	TK-5th	Meets or Exceeds Grade Level Expectations	68	78	DRA 2	Annually

***Identified Need**

- 3rd-5th grade data shows that 59.2% of students were reading at or above grade level on the Developmental Reading Assessment 2.
- Gr 3-5 data shows that 60% of students were meeting or exceeding standards on the SBAC.
- Students with disabilities in TK-5th end of year DRA data shows that 46.1% were reading at grade level
- Students with disabilities SBAC data shows that 29% in grades 3-5 met standard on the SBAC.
- For English Learners, end of year data shows that 30.8% were at or above grade level on the DRA in grades TK-5th
- For English Learners, SBAC data shows that 11% in grades 3-5 met or exceeded the standard.

***Online Learning Implications**

-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.

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- 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	TK-5th	Students with Disabilities	Will increase the percentage of students at or above grade level	46.1	56.1	DRA 2	Annually
June 2021	3rd-5th	Students with Disabilities	Will increase the amount of students meeting or exceeding the standards	29	39	CAASPP ELA	Annually
June 2021	TK-5th	English Learner	Will increase the percentage of students at or above grade level	30.8	40.8	DRA 2	Annually
June 2021	3rd-5th	English Learner	Will increase the amount of students meeting or exceeding the standards	11	21	CAASPP ELA	Annually
June 2021	TK-5th	Black or African American	Will increase the percentage of students at or above grade level	Establishing Baseline	80	DRA 2	Annually
June 2021	3rd-5th	Black or African	Will increase the	Establishing	80	CAASPP ELA	Annually

		American	amount of students meeting or exceeding the standards	Baseline					
Grade Level PLC									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
<u>GRADE LEVEL COLLABORATIONS/PLC</u>									
Visiting teachers are funded so that teachers be released for half a day with their grade level each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00732L	Supplies		\$7,900.00	\$7,900.00	0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.
N007332	Supplies		\$3,394.58	\$3,394.58	0073-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.
N007339	Prof&Curriclm Dev Vist Tchr		\$1,800.00	\$2,201.22	0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Sub release for on/off-site trainings, professional developments, or PLC
N007356	Interprogram Svcs/VAPA		\$13,882.00	\$13,882.00	0073-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt			AEP Teacher/Sub Release for PLC
N00738O	Supplies		\$5,000.00	\$5,000.00	0073-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts.
N0073A8	Prof&Curriclm Dev Vist Tchr		\$7,243.44	\$8,858.00	0073-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Sub release for on/off-site trainings, professional developments, or PLC

Online Language Arts Program-Reading Plus

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

All Students

***Strategy/Activity - Description**

ONLINE LANGUAGE ARTS PROGRAMS

We will continue to purchase licenses for Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular instructional level. Reading Plus also has an assessment component that helps teachers to monitor growth three times per year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00739S	Software License		\$1,466.31	\$1,466.31	0073-30100-00-5841-1000-1110-01000-0000	Title I Basic Program			Purchase Reading Plus

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

FAST (A Reading) will also serve as a summative diagnostic tool assessing individual students level in Language Arts

English Learner Resource Teacher

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

English Learners and Struggling Readers

***Strategy/Activity - Description**

Teacher hourly is being funded to work with small intervention groups, which target English Learners (newcomers and at-risk LTELs), and struggling readers needing more intensive support in language arts and ELD.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007311	Non Clsrn Tchr Hrly		\$18,000.00	\$22,012.20	0073-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher hourly works with small intervention groups of students who are English Learners and struggling readers.

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.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

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 TK-5 utilized the Envision Math program
- Students utilized ST Math online program
- Student Centered Math Coaching Cycle

Outcomes?

- 59% percent of students in gr. 3-5 met or exceeded standard on SBAC
- 11% of ELs in gr. 3-5 met or exceeded standard on SBAC
- 29% of students with disabilities in gr. 3-5 met or exceeded standard on SBAC
- 75% of third graders met or exceeded the standards on SBAC

*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.

ILT worked in coordination with the site administrator to determine the multi-year strategic focus for the 19-20 school year focusing on a safe, inclusive, collaborative culture, guaranteed and viable curriculum, and Teacher Clarity. COVID-19 affected the completion of professional learning during the 19-20 school year and we will continue to maintain the multi-year strategic focus.

***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.

As we being online learning in the 20-21 school year, staff will need to be given time for professional learning in collaborative strategies for students during online learning (i.e. breakout rooms). This will support the math number talks that staff has been trained in during the 19-20 school year.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed	59	69	CAASPP Math	Annually

***Identified Need**

The following data served as basis for our goals:

- 59% percent of students in gr. 3-5 met or exceeded standard on SBAC
- Twenty-nine percent of ELs in gr. 3-5 met or exceeded standard on SBAC
- Eleven percent of students with disabilities in gr. 3-5 met or exceeded standard on SBAC

***Online Learning Implications**

- 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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
February 2021	3-5	English Learner	Will Meet or Exceed the Standard	29	45	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Will Meet or Exceed the Standard	11	35	CAASPP Math	Annually
June 2021	3-5	Black or African American	Will Meet or Exceed the Standard	Establishing Baseline	80	CAASPP Math	Annually

Grade Level Professional Learning Communities

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

All Students

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

***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				0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007339	Sub release for on/off-site trainings, professional developments, or PLCs
	Prof&Curriclm Dev Vist Tchr				0073-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0073A8	Sub release for on/off-site trainings, professional developments, or PLCs
	Interprogram Svcs/VAPA				0073-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N007356	Visiting VPA teachers/Sub Release for PLC
	Supplies				0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N00732L	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials Envision Math.
	Supplies				0073-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007332	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials Envision Math.
	Supplies				0073-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N00738O	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials Envision Math.

Online Mathematics Program-ST Math***Students to be served by this Strategy/Activity**

All Students

Strategy/Activity - Description*ONLINE MATHEMATICS PROGRAMS**

We are utilizing ST Math, a district funded math program. This is no cost to the school.

This is an online math assessment and curriculum program, which provides opportunities for students to practice their math skills at their particular instructional level. ST Math focuses on the conceptual component, which is critical for why certain algorithms are utilized in math. ST Math also has an assessment component that helps teachers to monitor growth and individualize instruction.

We also will request to pilot the DEMI assessment (District Essential Mathematics Indicators). This assessment assesses students' ability to solve problems in context and communicate their reasoning in writing. This assessment is an opportunity to highlight how students solve problems and explain their thinking.

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.

IMPLEMENTATION

In 2019-2020 school year, John Hattie gave teachers professional development on Tier I Instructional Practices specifically Teacher Clarity based on the research of effective instructional practices. Within this training, high-quality gradual release of instruction was the focus including learning intentions and success criteria in the effort to support not only English Learners but also all students. Within the gradual release of instruction, small group support was also a focus that included frontloading and back loading instruction for English Learners (Integrated ELD). Teachers also selected English Learners to focus on when collecting data. Teachers were expected to bring formative assessment and student work that English Learners produce. The data from the formative assessments and student work were also analyzed to determine the next steps in instruction. The EL Resource Teacher supported students further by pushing in and pulling out students in small group intervention. As the Math Student-Centered Coaching Cycle was brought into all of our classrooms, teachers continued to focus on English Learners when looking at data from formative assessments. As the teachers were released for PLC, they used the data to not only inform instruction but to guide the collaborative discussions during the guided practice phased of the Gradual Release Model as well as Teacher Clarity.

EFFECTIVENESS

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

- Due to the significant changes 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 percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
- In Gr. 1, 100% (7/7) of ELs tested at Level 2 or above. Zero students below expected proficiency.
- In Gr. 2, 75% (3/4) of ELs tested at Level 3 or above. One students below expected proficiency.
- In Gr. 3, 20% (1/5) of ELs tested at Levels 3 or 4. Four students below expected proficiency.
- In Gr. 4, 33% (3/9) of ELs tested at Level 4 and may be eligible for reclassification. Six students below expected proficiency.
- In Gr. 5, 43% (3/7) of ELs tested at Level 4 and may be eligible for reclassification. Four students below expected proficiency.

Reclassification data shows that we were able to reclassify 75% of our eligible candidates for reclassification in 18-19.

On the 2018-19 SBAC, we had 2/19 (11%) of English Learners meeting or exceeding the standards and 16/20 (80%) of our Redesignated Students meeting or exceeding the standards in English Language Arts.

Our RFEP data on SBAC shows a growth of 7% between 2018 and 2019 from 81% to 88% RFEP meeting or exceeding standard. The strength of this data along with the number of students meeting or exceeding the standards (88%) tells us that we are doing a good job of reclassifying students at the right time.

***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 COVID-19, professional development was impacted as of 3/13/20. This resulted in less professional learning or teaching staff.

***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.

During the 20-21 school year, Benchmark Education lessons will be implemented at Crown Point. This program is at no cost to the school as it is district funded.

***Integrated English Language Development**

- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- Teachers will attend professional learning for Integrated ELD aligned to the district-adopted curriculum, Benchmark Learning.

***Designated English Language Development**

- Teachers will use data and plan to adjust lessons from Benchmark Education aligned to 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.
- English Learners will be closely monitored for growth on assessments.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
February 2021	3-5	English Learner	Meet or Exceed the Standard	11	30	CAASPP ELA	Annually
*Identified Need							
<p>***NOTE*** Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.</p> <p>The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:</p> <ul style="list-style-type: none"> - In Gr. 1, 100% (7/7) of ELs tested at Level 2 or above. Zero students below expected proficiency. - In Gr. 2, 75% (3/4) of ELs tested at Level 3 or above. One students below expected proficiency. - In Gr. 3, 20% (1/5) of ELs tested at Levels 3 or 4. Four students below expected proficiency. - In Gr. 4, 33% (3/9) of ELs tested at Level 4 and may be eligible for reclassification. Six students below expected proficiency. - In Gr. 5, 43% (3/7) of ELs tested at Level 4 and may be eligible for reclassification. Four student below expected proficiency. <p>Reclassification data shows that we were able to reclassify 75% of our eligible candidates for reclassification in 18-19.</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> -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. -Online professional development modules with iELD (integrated English Language) -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 -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	K-5	English Learner	Increase Percent of Reclassified Students	75	80	Other (Describe in Objective)	Annually

English Learner Intervention Teacher

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

English Learners

***Strategy/Activity - Description**

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 he will work with at-risk LTELS and newcomers.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tch Hrly				0073-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007311	Teacher hourly works with small intervention groups of students who are English Learners and struggling readers.
	Supplies				0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N00732L	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts and Math
	Supplies				0073-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007332	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts and Math
	Supplies				0073-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N00738O	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts and Math

Grade Level PLC

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

English Learners

***Strategy/Activity - Description**

VISITING TEACHERS

Grade Level Professional Learning Communities occur in three different ways:
Wednesdays once a month, Arts In Education Program (1/2 day release once a month), and additional sub release (1/2 day every other month)

During this time, teachers will review both Designated and Integrated ELD data as well as data in all content areas for English Learners. After reflecting on the data, teachers will collaborate to determine the next steps in instruction for English Learners. Furthermore, teachers will determine the need for intervention for English Learners as well.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0073-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N007356	AEP Teacher/Sub Release for PLC
	Prof&Curriclm Dev Vist Tchr				0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007339	Sub release for on/off-site trainings, professional developments, or PLC
	Prof&Curriclm Dev Vist Tchr				0073-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0073A8	Sub release for on/off-site trainings, professional developments, or PLC

Online Language Arts Program-Reading Plus

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses for Reading Plus. This online language arts program provides opportunities for students to practice their reading skills at their particular instructional level. Reading Plus has an assessment component that helps teachers to monitor growth.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0073-30100-00-5841-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N00739S	Purchase Reading Plus

*Additional Supports for this Strategy/Activity

FAST (AReading) has an online assessment system that is utilized at least three times a year. This program is at no cost to the site as it is district funded.

Instructional Supplies

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

SUPPLEMENTAL MATERIALS

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark) as well as online programs that specifically target the needs of students based on assessment data.

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.

In the 2018-2019 school year, 29% of Students with Disabilities met or exceeded the standards in CAASPP in ELA.

In the 2018-2019 school year, 29% of Students with Disabilities met or exceeded the standards in CAASPP in Math.

Targets based on goals for the 2019-2020 school year could not be measured due to the cancelation of CAASPP for the 2019-2020 school year.

Co-teaching by the Education Specialist will continue in the 20-21 school year. Challenges were presented when negative behaviors occurred requiring the support of the Education Specialist to leave the co-teaching classroom. Shortages of para educator staffing presented logistical difficulties for the Education Specialist to schedule opportunities co-teach in the general education classrooms.

*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.

As COVID-19 halted CAASPP assessments for the 2019-2020 school-year, we will extend the growth targets from the 2019-2020 school year into the 2020-2021 school-year.

The close of school due to COVID-19 affected the further implementation of co-teaching during the 19-20 school year.

***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.

Scheduling by the Education specialist will need to be reviewed to maximize opportunities for co-teaching. Teachers will need to spend more time in PLC with the Education Specialist to ensure co-teaching continues in the online virtual learning environment.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the Percentage of students meeting or exceeding the standard in ELA CAASPP	29	39	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the Percentage of students meeting or exceeding the standard in Math CAASPP	29	39	Other (Describe in Objective)	Annually

***Identified Need**

29% of students with disabilities met or exceeded standard in ELA on CAASPP.
29% of students with disabilities met or exceeded standard in Math on CAASPP.

***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.).
- 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 para educators.
- 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
February 2021	3-5	Students with Disabilities	Increase the Percentage of Students Meeting or Exceeding the Expectations in AReading (FAST) Assessment	Establishing Baseline Including 2nd Grade During the 19-20 School Year	50%	Other (Describe in Objective)	Annually

Instructional Supplies

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

Students with Disabilities

***Strategy/Activity - Description**

Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.

***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				0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N00732L	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts and math
	Supplies				0073-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007332	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts and math
	Supplies				0073-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N00738O	Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts and math

Grade Level PLC									
*Students to be served by this Strategy/Activity									
Students with Disabilities									
*Strategy/Activity - Description									
Education Specialists will co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0073-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N007356	AEP Teacher/Sub Release for PLC
	Prof&Curriclm Dev Vist Tchr				0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007339	Sub release for on/off-site trainings, professional developments, or PLC
	Prof&Curriclm Dev Vist Tchr				0073-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0073A8	Sub release for on/off-site trainings, professional developments, or PLC
*Additional Supports for this Strategy/Activity									
<ul style="list-style-type: none"> - A co-teaching model will continue to be piloted in two classrooms this year. Special Education staff will push into these classrooms during Language Arts to provide small group instruction. - Small group support from education specialist and support staff will be in the form of push-in or pull-out groups. 									

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	Grades TK-5	Black Youth	Maximize Student Engagement	0%	Maintain 0% suspension rate	Suspensions (Classroom and School)	Annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Crown Point Junior Music Academy site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Crown Point Junior Music Academy will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Crown Point Junior Music Academy will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Crown Point Junior Music Academy 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, Crown Point Junior Music Academy will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Crown Point Junior Music Academy 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.

In the 2019-2020 school year, Crown Point had a 0% suspension rate for black youth grades TK-5th. Crown Point will need to maintain the 0% suspension rate for the 2020-2021 school year.

***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.
- Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

School Counselor

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

Black Youth

***Strategy/Activity - Description**

Although Crown Point has a 0% suspension rate for black youth, we intend to implement a SEL curriculum in our classrooms and/or Restorative Justice Strategies supported by the school counselor. Stakeholders will create a committee to select the program and/or determine the Restorative Justice Strategies to implement in our school for the 20-21 school year. The counselor will be a critical social-emotional support for this strategy by supporting teachers and black youth in small group counseling sessions and co-teaching SEL lessons.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0073-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F007316	Support positive inclusive culture

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 was to effectively communicate with all parents regarding student progress. We did so through informal parent meetings, report cards, parent/teacher conferences.

We also stated that at least 80% of families would attend at least one school event. We reached out to parents via flyers, automated phone calls, school-wide emails, monthly calendars, verbal announcements by teachers, and our marquee. We also communicated all of the events in both English and Spanish.

In addition to the above, the school communicated via Social Media (Instagram, Facebook, school website)

In order to encourage participation in groups such as ELAC and SSC, we utilized funds for child-care expenses.

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

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

EFFECTIVENESS OF STRATEGIES

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

Goal: By June 2019, 90% (approx. 320 families) will receive information regarding the academic and citizenship progress of their children.

Actual: Based on the California Healthy Kids Survey, 93% of our families attended a regularly scheduled parent-teacher conference with their child's teacher.

Goal: By June 2019, 80 % of Crown Point Elementary Parents/Guardians will meet attend at least 4 Parent Involvement activities as measured by level Attendance.

Actual: *****Note***** The Data gathered by the California Healthy Kids Survey is based on the question, "I have attended a school or class

event." This question skews the data. We will use this data for the 20-21 school year based on this question. The actual baseline data is 91% of our parents attended a school or class event.

When considering further data in parental involvement, below are the scores based on the percentage of parents strongly agreeing and agreeing combined based on the California Healthy Kids Survey.

- The school allows input and welcomes parents' contributions (Strongly Agree 41%, Agree 52%, Combined 93%)
- The school encourages me to be an active partner with the school in educating my child (Strongly Agree 45%, Agree 50%, and Combined 95%)
- The school actively seeks the input of parents before making important decisions (Strongly Agree 27%, Agree 51%, and Combined 78%)
- Parents feel welcome to participate at this school. (Strongly Agree 56%, Agree 40%, Combined 96%)
- School staff treat parents with respect (Strongly Agree 52%, Agree 43%, and Combined 95%)
- School staff take parent concerns seriously (Strongly Agree 41%, Agree 48%, and Combined 89%)
- School staff are helpful to parents (Strongly Agree 42%, Agree 52%, and Combined 94%)

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 seek the input of parents before making important decisions (Strongly Agree 27%, Agree 51%, and Combined 78%)

We would like to see an increase in the category of Strongly Agree.

***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.

Online learning started March 13th, 2020 throughout the end of the school year. The 2020-2021 school year has continued with 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.

Parent and Community opportunities for volunteering have lessened due to the health concerns of COVID-19. Our school will invest time with stakeholders on how we can create opportunities for our families and the communities reciprocate support.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents/guardians will feel that the school actively seeks the input of parents before making important decisions	91	96	CAL - SCHLS (CSPS)

***Identified Need**

When considering further data in parental involvement, below are the scores based on the percentage of parents strongly agreeing and agreeing combined based on the California Healthy Kids Survey.

- The school allows input and welcomes parents' contributions (Strongly Agree 41%, Agree 52%, Combined 93%)
- The school encourages me to be an active partner with the school in educating my child (Strongly Agree 45%, Agree 50%, and Combined 95%)
- The school actively seeks the input of parents before making important decisions (Strongly Agree 27%, Agree 51%, and Combined 78%)
- Parents feel welcome to participate at this school. (Strongly Agree 56%, Agree 40%, Combined 96%)
- School staff treat parents with respect (Strongly Agree 52%, Agree 43%, and Combined 95%)
- School staff take parent concerns seriously (Strongly Agree 41%, Agree 48%, and Combined 89%)
- School staff are helpful to parents (Strongly Agree 42%, Agree 52%, and Combined 94%)

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 seek the input of parents before making important decisions (Strongly Agree 27%, Agree 51%, and Combined 78%)

We would like to see an increase in the category of 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.
 - 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 in order for parents to consult, provide feedback or advice.

*Annual Measurable Outcomes										
By Date		Participants		Objective		Baseline Percentage		Target Percentage		Measure of Success
June 2021		Other (Describe in Objective)		Parents/guardians will feel that the school actively seeks the input of parents before making important decisions		Strongly Agree 27%, Agree 51%, Combined 78%		Strongly Agree 45%, Agree 45%, Combined 90%		Other - Describe in Objective
Family Reach-out										
*Families to be served by this Strategy/Activity										
All families will be served from this activity										
*Strategy/Activity - Description										
<u>FAMILY COMMUNICATION</u>										
The school will encourage parent participation meetings/committees that elicit stakeholder input through effective communication strategies:										
<ul style="list-style-type: none"> - 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 (i.e.. Facebook, Instagram, School Website...) 										
*Proposed Expenditures for this Strategy/Activity										
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
N00737T	Supplies		\$1,121.00	\$1,121.00	0073-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement			Materials and supplies used to increase parental involvement.	
*Additional Supports for this Strategy/Activity										
Use of leased duplicator to make copies of communications for parents as necessary. Resource 00000										

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.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets due to the inability to assess in the third trimester.

When comparing the DRA data (2017-2018 school year vs 2018-2019 school year), 3rd and 5th grade have increased in the percentage of students at or above grade level.

- 3rd Grade 2017-2018 percent of students at or above grade level- 52%
- 3rd Grade 2018-2019 percent of students at or above grade level- 67.3%
- 3rd Grade increase from 2017-2018 school year to the 2018-2019 school year-15.3% increase
- 5th Grade 2017-2018 percent of students at or above grade level- 61%
- 5th Grade 2018-2019 percent of students at or above grade level- 64.5%
- 5th Grade increase from 2017-2018 school year to the 2018-2019 school year-3.5% increase

With these increases in DRA, we have also noted an increase in SBAC ELA Scores for 3rd and 5th grade as well.

- 3rd Grade 2017-2018 percent of students meeting and exceeding the standards- 50%
- 3rd Grade 2018-2019 percent of students meeting and exceeding the standards- 65%
- 3rd Grade increase from 2017-2018 school year to the 2018-2019 school year- 15% increase
- 5th Grade 2017-2018 percent of students meeting and exceeding the standards- 63%
- 5th Grade 2018-2019 percent of students meeting and exceeding the standards- 64%
- 5th Grade increase from 2017-2018 school year to the 2018-2019 school year- 1% increase

Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

With the exception of the 1% increase in by 5th grade SBAC scores, the DRA and ELA SBAC scores have increased more than 3%. The focus on data analysis, peer observations, PLC, Quality Tier I instruction will continue.

*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.

There are 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.

There are no major changes.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Will Meet or Exceed the Standard in ELA	65	75	Grade 3 ELA Reading	Annually
June 2021	5	Will Meet or Exceed the Standard in ELA	64	74	Grade 5 ELA Reading	Annually

*Identified Need

When comparing the DRA data (2017-2018 school year vs 2018-2019 school year), 3rd and 5th grade have increased in the percentage of students at or above grade level.

- 3rd Grade 2017-2018 percent of students at or above grade level- 52%
- 3rd Grade 2018-2019 percent of students at or above grade level- 67.3%
- 3rd Grade increase from 2017-2018 school year to the 2018-2019 school year-15.3% increase
- 5th Grade 2017-2018 percent of students at or above grade level- 61%
- 5th Grade 2018-2019 percent of students at or above grade level- 64.5%
- 5th Grade increase from 2017-2018 school year to the 2018-2019 school year-3.5% increase

With these increases in DRA, we have also noted an increase in SBAC ELA Scores for 3rd and 5th grade as well.

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- 3rd Grade increase from 2017-2018 school year to the 2018-2019 school year- 15% increase
- 5th Grade 2017-2018 percent of students meeting and exceeding the standards- 63%
- 5th Grade 2018-2019 percent of students meeting and exceeding the standards- 64%
- 5th Grade increase from 2017-2018 school year to the 2018-2019 school year- 1% increase

Crown Point Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

With the exception of the 1% increase in by 5th grade SBAC scores, the DRA and ELA SBAC scores have increased more than 3%. The focus on data analysis, peer observations, PLC, Quality Tier I instruction will continue.

*Online Learning Implications

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Will Meet or Exceed the Standard	0	50	CAASPP ELA	Annually
June 2021	5	English Learner	Will Meet or Exceed the Standard	17	50	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Will Meet or Exceed the Standard	25	50	Grade 3 ELA Reading	Annually
June 2021	5	English Learner	Will Meet or Exceed the Standard	25	50	Grade 5 ELA Reading	Annually
June 2021	3	Black or African American	Will Meet or Exceed the Standard	Establishing Baseline	80	Grade 3 ELA Reading	Annually
June 2021	5	Black or African American	Will Meet or Exceed the Standard	Establishing Baseline	80	Grade 5 ELA Reading	Annually

Grade Level PLC

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

All Students

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0073-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N007356	AEP Teacher/Sub Release for PLC
	Prof&Curriclm Dev Vist Tchr				0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007339	Sub release for on/off-site trainings, professional developments, or PLC
	Prof&Curriclm Dev Vist Tchr				0073-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0073A8	Sub release for on/off-site trainings, professional developments, or PLC

Online Language Arts Program

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

All students

***Strategy/Activity - Description**

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses for Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular instructional level. Reading Plus also has an assessment component that helps teachers to monitor growth three times per year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0073-30100-00-5841-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N00739S	Funding for online reading program

English Learner Intervention Teacher

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

English Learners and struggling readers

***Strategy/Activity - Description**

An intervention teacher is being funded to work with small groups, which target English Learners and struggling readers needing more intensive support in language arts and ELD.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsm Tchr Hrly				0073-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N007311	Funding EL Resource teacher to work with English Learner students and parents.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Recognition of students in the classrooms and school-wide will support a culture of learning built around STEAM in classrooms. Communication by teachers will also ensure that parents will be part of the culture of STEAM. Displaying students STEAM projects at Open House Science Night will also enhance the culture.

In order to build the capacity of teachers and to ensure sustainability, teachers need current research-based strategies from professional development. At Crown Point, teachers have and will continue to be released from the site to attend district professional developments. Furthermore, teachers will have time to analyze data to inform their next steps during site PLC. Teachers will have the option to observe each other during peer observations with the option of peer observations at other schools.

Assurance of implementation is demonstrated by daily schedules showing STEAM lessons four hours a week. As implementation continues, coaching and feedback by the site administrator and other district support will continue.

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

Guaranteed and Viable Curriculum- Summative Data will drive the Professional Learning Communities. Grade Level PLCs will determine the most effective course of action including research-based instructional strategies that support underachieving students and subgroups of students. The PLC and the site administrator will monitor summative and formative data during PLCs twice a month. Trimester data will be presented and monitored by SSC. As we continually improve our PLCs online or in “Brick and Mortar” context, Crown Point will follow Robert Marzano’s Research-based PLC practices. As the site administrator, I will need to monitor, guide, coach, and lead PLCs based on the Marzano-based strategies below:

- Differentiation of support to PLC 19-20 (based on teacher and grade level needs)
- Unpacking of the Critical Concepts to know and understand expectations of Common Core State Standards (CCSS).
- Continued data analysis informing instruction
- Quality aligned formative assessments to the CCSSs
- Continued commitment to sharing with each other the artifacts demonstrating successes based on best practices of PLC
- Creating opportunities for staff to share artifacts during PLC demonstrating quality planning and data analysis for the individual needs of each student (focus on subgroups)
- Grade level self-assessment of the quality of their PLC
- Lesson analysis with a focus on learning intentions, success criteria, overt evidence of learning

Safe, Collaborative, and Inclusive Culture- When striving to improve this culture, I will need to create opportunities for teachers to self-reflect and implement the best practices virtually and in the “Brick and Mortar” context. I will also need to monitor the implementation by having teachers demonstrate evidence of these practices. Because of quality implementation, we hope to see our students’ attendance improve as well as the results on the California Healthy Kids Survey. As I continue to learn more about how to create a safer, collaborative, and inclusive culture, the staff and I will take time to learn from the research in professional readings during professional development and PLC time. Below are the continued strategic focal points for the 2020-2021 school year.

- Current research and data on collaborative and inclusive practices
- Self-reflective ratings on how each teacher is creating a safe, collaborative, and inclusive environment.
- Learning how to create a more dynamic collaborative learning partnerships
- Peer-assessment/self-assessment
- Focus on students creating viable arguments, defending their ideas, and refining their thinking.

Supporting a Safe, Collaborative, and Inclusive Culture supports our efforts to lower the Chronic Absenteeism (ATSI Indicator) rate at Crown Point. The bulleted strategies allow students to engage in rigorous learning opportunities with the appropriate amount of support. As these strategies support engagement, they also support increased student attendance for our students and subgroups that are above the 10% threshold for chronic absenteeism. This will continue to be monitored 1.5 times more often and the team will increase the stakeholder partnerships by including teachers and parents. During the Attendance Meetings, we will review research-based practices to increase attendance. We will also have the counselor co-teach S.E.L. lessons increasing the sense of students feeling safety at school. This will continue to be monitored by the annual data from the California Healthy Kids Survey.

Teacher Clarity- This generalized term refers to how teachers collaborate and plan calibrated lessons working towards succinct and concise learning targets and success criteria. Teacher Clarity is a highly effective approach to instruction in online learning and in the “Brick and Mortar” classroom. With the clarity of the teacher implemented throughout the lesson, the results would have students communicating critical thinking and their learnings. Furthermore, the students will be able to communicate the connection between the student work and the learning targets and success criteria. Staff will have opportunities to read professional research and learn more about Teacher Clarity during professional developments and PLC time. Teachers will be able to create lessons with the effective attributes of Teacher Clarity during PLC. I will co-teach, co-plan, coach and give feedback strategically as professional development is presented to teachers. Below are the focal areas within Teacher Clarity that will come alive during professional developments and PLCs:

- Learning about the research and effectiveness behind teacher clarity.
- Showing staff what the ideal state of teacher clarity looks like.
- Teachers learning how to create concise and succinct learning targets and success criteria.
- Teachers allowing for high-level discourse in collaborative partnerships aligned to the learning targets and success criteria
- Working in PLCs to design assessments aligned to learning targets and success criteria.
- Planning to create relevant and meaningful learning experiences when students can share the what, why and how they are learning

Online Learning Implications- Currently CPJMA has a reach out team comprised of the School Principal, Enrollment clerk, English Language Resource Teacher, Counselor, and Elementary School Assistant working with the District Reach Out Team to monitor student engagement in online learning. Both teams work together in collecting information from the teachers and families in order to ensure that online learning is maximized especially for English Learners, Students with Disabilities, and Black Youth.

- The Site-based Reach Out Team meets and discusses weekly trends in attendance, chronic absenteeism, and online engagement. The team reaches out to families to investigate each individual situation and offers support in the ranging from social emotional support from the counselor, technological troubleshooting, and language support from English Learner Resource Teacher.
- Equity and consistency will be ensured classroom to classroom by continued guidance and support to teachers from CPJMA’s Office Reach Out Team by ongoing reach out daily and weekly meetings with the district reach out team.
- The school will ensure that student and parent accessibility to the school will continue during online learning by having monthly material and supply distribution, weekly School Messenger communication to all families, updates on the school website, social media website, and school PTO website.
- Online learning creates a shift in leadership. This shift requires the communication to teachers the effective strategies that worked in “Brick and Mortar” instruction and how the effectiveness of those strategies transfer to the context of online learning. Although technological support and

operational leadership is required throughout online learning, transformational and adaptive leadership will be required to ensure online teaching is effective and student achievement continues to be at the forefront of CPJMA.

ACHIEVEMENT**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:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

Crown Point Budget Summary

DESCRIPTION

AMOUNT

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

\$ 35,596.00

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

\$ 0.00

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

\$ 90,944.00

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)	\$27,740.00
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$27,740.00

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)	\$27,608.00
[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): \$ 27,608.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$90,944.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Crown Point Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 1,800.00
			1957	Non Clsrn Tchr Hrly		\$ 18,000.00
			3000			\$ 4,413.42
			4301	Supplies		\$ 3,394.58
	09800 LCFF Intervention Support Total					\$ 27,608.00
	30100 Title I Basic Program	School Counselor	1210	Counselor	0.2000	\$ 17,414.40
		School Counselor	3000			\$ 7,694.29
			4301	Supplies		\$ 7,900.00
			5841	Software License		\$ 1,466.31
	30100 Title I Basic Program Total				0.2000	\$ 34,475.00
	30103 Title I Parent Involvement		4301	Supplies		\$ 1,121.00
	30103 Title I Parent Involvement Total					\$ 1,121.00
	30106 Title I Supplmnt Prog Imprvmnt		1157	Classroom Teacher Hrly		\$ -
			1192	Prof&Curriclm Dev Vist Tchr		\$ 7,243.44
			3000			\$ 1,614.56
			4301	Supplies		\$ 5,000.00
			5738	Interprogram Svcs/VAPA		\$ 13,882.00
	30106 Title I Supplmnt Prog Imprvmnt Total					\$ 27,740.00
Grand Total					0.2000	\$ 90,944.00

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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



Crown Point Junior Music Academy
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

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

Crown Point Junior Music Academy has developed a written Title I parent and family engagement policy with input from Title I parents at the October 1, 2020 School Site Council meeting.

It has distributed the policy to parents of Title I students.

The policy is distributed to the parents of Title 1 students on October 9th, 2020 in both English and Spanish. Copies of the policy are available at the office and posted on the school website. This policy describes the means for carrying out designated Title 1, Part A Parent and Family Engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution.
- In the fall (October), the annual Title 1 parent meeting is held to share with parents a description of the Title 1 program and its requirements.
- A copy of the Parent and Family Engagement Policy is send home in October in English and Spanish.
- Copies are always available in the office and on the school website.
- The policy is updated annually with approval from School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Crown Point offers a flexible number of parent classes and/or meetings and may provide translation, childcare, and refreshments for these meetings.
- Involve parents of participating students in the planning review and improvement of its Title 1 programs and parental involvement policy.
- Provide parents timely information about Title 1 programs.
- Provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

- Provide parents, if requested, with opportunities for regular meeting to participate in decisions relating to the education of their child.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- The annual Title 1 meeting is held in the month of October. It is presented in English and Spanish.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Volunteer opportunities for parents and families.
- Coffee with the Principal every other month
- Awards assemblies
- Individual classroom activities planned by teachers
- Back to School Night in August
- Winter Parent/Teacher Conferences in November
- Spring Parent/Teacher Conferences in March
- Spring Open House- Science Night

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- School Site Council
- English Learner Advisory Council meetings
- Coffee with the Principal

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Annual Title 1 meeting
- Bilingual staff available to assist and answer questions
- Quarterly Standards Based Report Card in both English and Spanish
- All meetings and assemblies conducted in both English and Spanish
- Teacher communication with parents

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Coffee with the Principal every other month
- Parent/Teacher Conferences
- Back to School Night
- Parent classes

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- School Site Council
- English Learner Advisory Council meetings
- Coffee with the Principal

This policy was adopted by Crown Point Junior Music Academy on October 1st, 2020 and will be in effect for the period of 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 9th, 2020.

Armando Lopez

Signature of authorized official here

10/01/20

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IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF
EDUCATION JULY 2018**

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



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

CROWN POINT JUNIOR MUSIC ACADEMY

SCHOOL PARENT COMPACT



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

Crown Point Junior Music Academy (CPJMA) distributes to parents and family members a school-parent compact (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 children 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:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

1. The teachers and other support staff are committed to providing all students a rigorous instructional program. Students will be engaged in a three-hour literacy block, seventy-five minutes of mathematics and two hours a week of science.
2. Parent conferences will be held twice a year. Teachers will send out dates and times available for conferences.
3. Parents will receive an official report card three times during the year.
4. Staff is always available to meet with parents before or after the school day. The only requirement that we have is that parents call and make an appointment. Staff also communicates with parents via telephone, written or by email.

5. At the beginning of the school year, teachers send a letter informing parents of classroom policies/routines. The teacher also invites/encourages parents to volunteer, participate, or observe. Once again, the only requirement we have is that parents give teachers a 24 hr. notice.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Back to School Night and Parent Conferences
- Principal addresses standards and state assessments at least once per year at Coffee with the Principal
- ELAC meetings
- School Site Council
- Parent/Teacher Conferences

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

CPJMA offers various opportunities for parents to be part of school board committees held once a month. The committees are listed below:

- District Advisory Committee
- GATE Gifted and Talented Education
- DELAC District English Language Advisory Committee
- PTO Parent and Teacher Organization
- School Wellness Committee

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Professional Development on the topic of maintaining good communication and relationships with families as well as understanding the specific needs of our community.

The school coordinates and integrates 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 in which ways?

- School Site Council
- ELAC meetings
- Coffee with the Principal
- Academic recognition assemblies
- Open House Night

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

CPJMA distributes information related to school and parent programs, meetings, and other activities in both English and Spanish, our two primary language bases. Communication is done through school flyers, school website, parent calendars, school messenger, and PTO newsletter. Spanish speaking staff members of the school or through the school district department are brought in for School Site Council, ELAC meetings, IEP's, and any other times as necessary and appropriate.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Yearly ELAC parent survey
- School Site Council
- PTO meetings

The school provides opportunities for the participation of all 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 in which ways?

- Informational flyers and phone calls are sent home in English and Spanish
- Spanish speaking personnel is available to assist with communication
- Monthly newsletter and calendars
- Translators are available for School Site Council, ELAC, IEP, and Parent/Teacher Conferences, and any other times as necessary and appropriate.

This Compact was adopted by the Crown Point Junior Music Academy on 10/01/19, and will be in effect for the period of 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 9th, 2020.

Armando Lopez

Signature of Authorized Official here

10/01/20

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

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

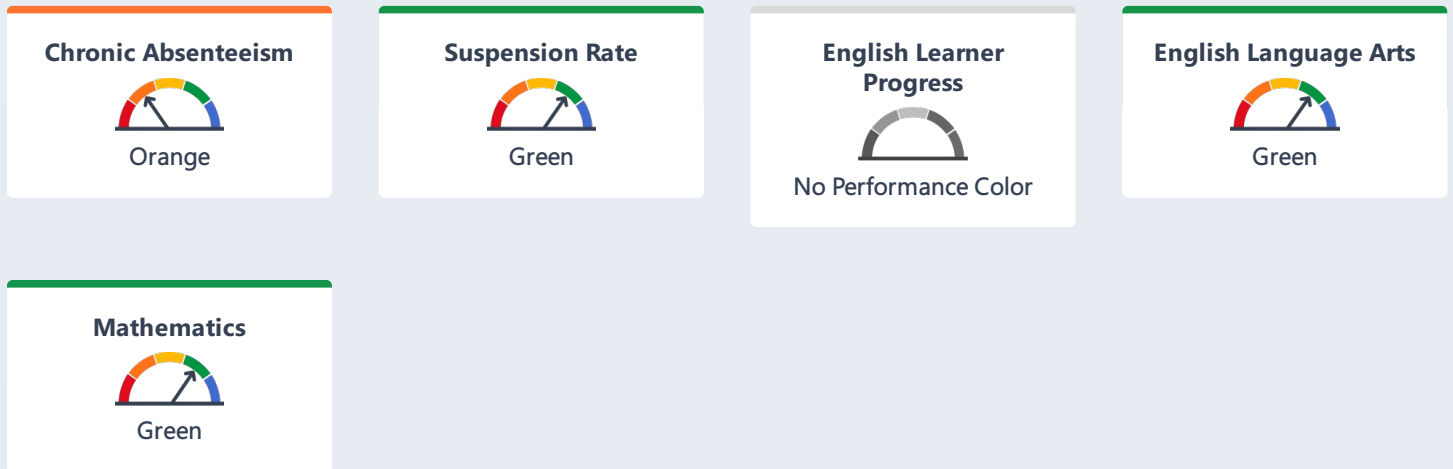
Reclassification data results can be requested from the school site.

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.

Crown Point Elementary

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

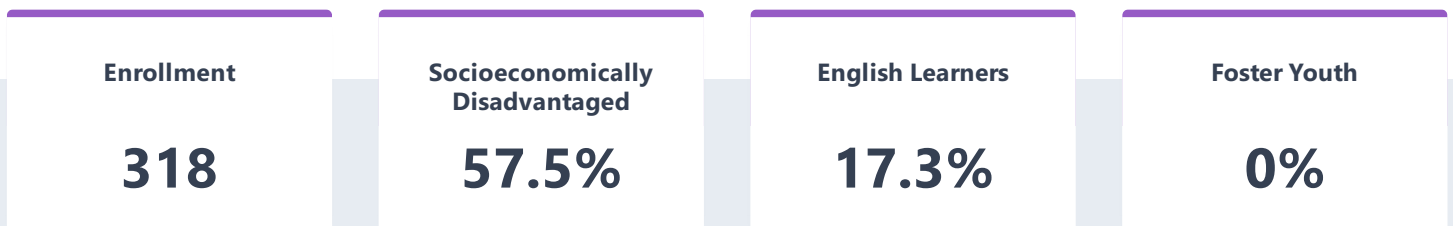


School Details

NAME Crown Point Elementary	ADDRESS 4033 Ingraham Street San Diego, CA 92109-5946	WEBSITE http://new.sandi.net/sch...	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

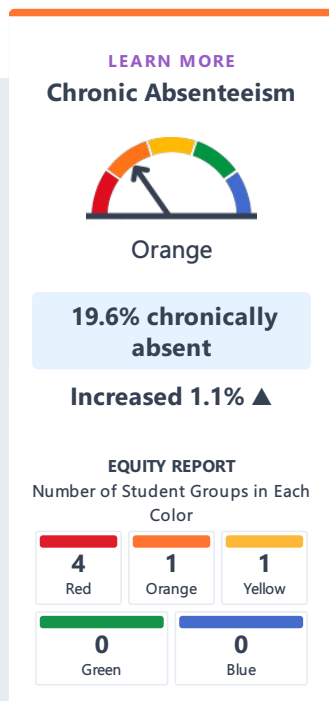
View Student Assessment Results and other aspects of school performance.



CROWN POINT 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



Green

1.4% suspended at least once

Declined 0.4% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	0 Yellow
2 Green	1 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



Green

24.3 points above standard

Increased 8.6 Points ▲

Number of Students: 147

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic



Green

White



Blue

Socioeconomically Disadvantaged



No Performance Color

African American

American Indian

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

0.9 points below standard

Increased 13.9 Points ▲

Number of Students: 12

Two or More Races



No Performance Color

37 points above standard

Increased 20.9 Points ▲

Number of Students: 16

Students with Disabilities



No Performance Color

72.5 points below standard

Increased 54.8 Points ▲

Number of Students: 17

English Learners



Yellow

5.8 points below standard

Increased 20.5 Points ▲

Number of Students: 38

Hispanic



Yellow

5.8 points below standard

Increased 4.6 Points ▲

Number of Students: 62

White



Green

43.6 points above standard

Declined 4.5 Points ▼

Number of Students: 54

Socioeconomically Disadvantaged



Blue

12.1 points above standard

Increased 24.1 Points ▲

Number of Students: 96

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

3.5 points below standard

15.7 points above standard

24.3 points above standard

English Language Arts Data Comparisons: English Learners

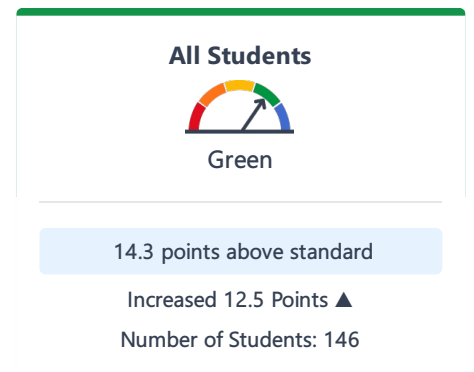
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
77.4 points below standard	58.7 points above standard	29.1 points above standard
Increased 5 Points ▲	Increased 12.4 Points ▲	Increased 8.7 Points ▲
Number of Students: 18	Number of Students: 20	Number of Students: 99

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

4 Total Student Groups

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



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

42.7 points below standard

Declined 10.2 Points ▼

Number of Students: 12

Two or More Races



No Performance Color

33.6 points above standard

Increased 22.6 Points ▲

Number of Students: 16

Students with Disabilities



No Performance Color

68.3 points below standard

Increased 27.7 Points ▲

Number of Students: 17

Hispanic



Yellow

19.8 points below standard

Maintained 0.5 Points

Number of Students: 62

English Learners



Green

15.2 points below standard

Increased 20 Points ▲

Number of Students: 38

Socioeconomically Disadvantaged



Green

3.2 points below standard

Increased 14.8 Points ▲

Number of Students: 96

White



Blue

41.4 points above standard

Increased 15.1 Points ▲

Number of Students: 53

Distance From Standard (Mathematics)

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	12.1 points below standard	1.8 points above standard	14.3 points above 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
83.8 points below standard	45.7 points above standard	22.5 points above standard
Declined 14.1 Points ▼	Increased 36.2 Points ▲	Increased 15.4 Points ▲
Number of Students: 18	Number of Students: 20	Number of Students: 98

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

48.5% making progress towards English language proficiency

Number of EL Students: 33

Performance Level
Medium

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.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	18.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	48.4%

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



Orange

19.6% chronically absent

Increased 1.1% ▲

Number of Students: 337

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Two or More Races



Yellow

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

8.3% chronically absent

No Data

Number of Students: 12

African American



No Performance Color

41.7% chronically absent

Maintained 0%

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

44.4% chronically absent

Increased 9% ▲

Number of Students: 27

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Red

25.8% chronically absent

Increased 3.3% ▲

Number of Students: 31

English Learners



Red

22.4% chronically absent

Increased 3.1% ▲

Number of Students: 58

Hispanic



Red

25.2% chronically absent

Increased 4.6% ▲

Number of Students: 131

Socioeconomically Disadvantaged



Red

25.1% chronically absent

Increased 4.4% ▲

Number of Students: 203

Two or More Races



Orange

18.4% chronically absent

Increased 4.1% ▲

Number of Students: 38

White



Yellow

12.9% chronically absent

Declined 3.9% ▼

Number of Students: 139

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



Green

1.4% suspended at least once

Declined 0.4% ▼

Number of Students: 347

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Homeless

Students with Disabilities



Yellow

No Students



Green

Socioeconomically Disadvantaged

White



Blue

Two or More Races



No Performance Color

African American

American Indian

Asian

Filipino



African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

0% suspended at least once

No Data

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



Orange

1.7% suspended at least once

Increased 1.7% ▲

Number of Students: 60

Hispanic



Orange

2.9% suspended at least once

Increased 2.3% ▲

Number of Students: 136

Homeless



Orange

3.3% suspended at least once

Increased 3.3% ▲

Number of Students: 30

Students with Disabilities



Orange

6.3% suspended at least once

Declined 1.3% ▼

Number of Students: 32

Socioeconomically Disadvantaged



Green

1.9% suspended at least once

Declined 0.7% ▼

Number of Students: 209

White



Green

0.7% suspended at least once

Declined 1.2% ▼

Number of Students: 144

Two or More Races



Blue

0% suspended at least once

Declined 7% ▼

Number of Students: 38



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Crown Point
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	181	59.7	182	56.0	177	49.2	165	55.8	154	60.4	0.7	4.6	181	48.1	183	47.0	180	47.2	163	53.4	153	59.5	11.4	6.1
Female	105	68.6	104	60.6	87	51.7	83	62.7	80	63.7	-4.9	1.0	105	52.4	104	51.0	88	45.5	83	54.2	79	53.2	0.8	-1.0
Male	76	47.4	78	50.0	90	46.7	82	48.8	74	56.8	9.4	8.0	76	42.1	79	41.8	92	48.9	80	52.5	74	66.2	24.1	13.7
African American	12	25.0	8	-	5	-	8	-	7	-	-	-	13	23.1	8	-	5	-	8	-	7	-	-	-
Asian**	3	-	5	-	2	-	3	-	5	-	-	-	3	-	5	-	2	-	3	-	5	-	-	-
Filipino	3	-	2	-	3	-	1	-	1	-	-	-	3	-	2	-	3	-	1	-	1	-	-	-
Hispanic	86	54.7	80	37.5	87	37.9	78	43.6	64	48.4	-6.3	4.8	86	41.9	81	30.9	88	30.7	77	42.9	64	43.8	1.9	0.9
Indochinese**	5	-	4	-	2	-	1	-	-	-	-	-	4	-	4	-	2	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
White	60	63.3	72	70.8	59	64.4	53	66.0	57	68.4	5.1	2.4	60	51.7	72	59.7	61	63.9	52	59.6	56	73.2	21.5	13.6
Multiracial	12	91.7	10	60.0	17	47.1	20	65.0	19	63.2	-28.5	-1.8	12	66.7	10	60.0	17	47.1	20	60.0	19	57.9	-8.8	-2.1
English Learner	30	16.7	32	15.6	23	0.0	23	8.7	19	10.5	-6.2	1.8	29	24.1	34	17.6	25	4.0	23	13.0	19	10.5	-13.6	-2.5
English-Speaking	151	68.2	150	64.7	154	56.5	142	63.4	135	67.4	-0.8	4.0	152	52.6	149	53.7	155	54.2	140	60.0	134	66.4	13.8	6.4
Reclassified†	19	78.9	7	-	26	69.2	17	70.6	20	80.0	1.1	9.4	19	63.2	7	-	26	57.7	17	70.6	20	80.0	16.8	9.4
Initially Eng. Speaking	132	66.7	143	64.3	128	53.9	125	62.4	115	65.2	-1.5	2.8	133	51.1	142	52.1	129	53.5	123	58.5	114	64.0	12.9	5.5
Econ. Disadv.*	114	52.6	116	44.0	110	35.5	104	42.3	101	54.5	1.9	12.2	114	36.8	117	35.0	111	36.0	103	41.7	101	53.5	16.7	11.8
Non-Econ. Disadv.	67	71.6	66	77.3	67	71.6	61	78.7	53	71.7	0.1	-7.0	67	67.2	66	68.2	69	65.2	60	73.3	52	71.2	4.0	-2.1
Gifted	54	83.3	59	76.3	46	73.9	33	75.8	30	96.7	13.4	20.9	53	81.1	59	76.3	46	87.0	33	84.8	30	93.3	12.2	8.5
Not Gifted	127	49.6	123	46.3	131	40.5	132	50.8	124	51.6	2.0	0.8	128	34.4	124	33.1	134	33.6	130	45.4	123	51.2	16.8	5.8
With Disabilities	16	25.0	19	26.3	16	6.3	16	18.8	17	29.4	4.4	10.6	15	20.0	18	22.2	16	6.3	15	6.7	17	29.4	9.4	22.7
WO Disabilities	165	63.0	163	59.5	161	53.4	149	59.7	137	64.2	1.2	4.5	166	50.6	165	49.7	164	51.2	148	58.1	136	63.2	12.6	5.1
Homeless	10	40.0	13	30.8	17	29.4	11	27.3	13	46.2	6.2	18.9	10	20.0	15	6.7	17	35.3	11	36.4	13	30.8	10.8	-5.6
Foster	1	-	2	-	0	-	1	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
Military	30	50.0	29	62.1	35	68.6	30	73.3	30	73.3	23.3	0.0	31	45.2	29	51.7	35	65.7	29	65.5	29	86.2	41.0	20.7

* 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
Crown Point
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	56	46.4	61	47.5	67	49.3	46	50.0	48	64.6	18.2	14.6	55	52.7	61	55.7	68	50.0	46	60.9	47	74.5	21.8	13.6
Female	34	58.8	32	50.0	30	50.0	26	53.8	24	66.7	7.9	12.9	34	58.8	31	58.1	30	50.0	26	61.5	23	65.2	6.4	3.7
Male	22	27.3	29	44.8	37	48.6	20	45.0	24	62.5	35.2	17.5	21	42.9	30	53.3	38	50.0	20	60.0	24	83.3	40.4	23.3
African American	3	-	3	-	2	-	4	-	0	-	-	-	3	-	3	-	2	-	4	-	0	-	-	-
Asian**	1	-	2	-	1	-	0	-	3	-	-	-	1	-	2	-	1	-	0	-	3	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	27	44.4	26	42.3	37	40.5	24	41.7	12	50.0	5.6	8.3	27	51.9	27	40.7	37	35.1	24	58.3	12	50.0	-1.9	-8.3
Indochinese**	1	-	1	-	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	19	42.1	25	56.0	18	61.1	9	-	27	70.4	28.3	-	19	52.6	24	70.8	19	73.7	9	-	26	80.8	28.2	-
Multiracial	4	-	4	-	7	-	8	-	6	-	-	-	4	-	4	-	7	-	8	-	6	-	-	-
English Learner	13	23.1	10	20.0	11	0.0	10	10.0	4	-	-	-	12	50.0	11	36.4	11	0.0	10	30.0	4	-	-	-
English-Speaking	43	53.5	51	52.9	56	58.9	36	61.1	44	70.5	17.0	9.4	43	53.5	50	60.0	57	59.6	36	69.4	43	81.4	27.9	12.0
Reclassified†	1	-	0	-	7	-	2	-	6	-	-	-	1	-	0	-	7	-	2	-	6	-	-	-
Initially Eng. Speaking	42	52.4	51	52.9	49	55.1	34	61.8	38	65.8	13.4	4.0	42	52.4	50	60.0	50	58.0	34	70.6	37	78.4	26.0	7.8
Econ. Disadv.*	32	31.3	42	31.0	48	43.8	30	36.7	27	63.0	31.7	26.3	31	32.3	42	47.6	48	39.6	30	50.0	27	74.1	41.8	24.1
Non-Econ. Disadv.	24	66.7	19	84.2	19	63.2	16	75.0	21	66.7	0.0	-8.3	24	79.2	19	73.7	20	75.0	16	81.3	20	75.0	-4.2	-6.3
Gifted	11	81.8	22	59.1	14	85.7	8	-	11	100.0	18.2	-	10	90.0	22	77.3	14	85.7	8	-	11	100.0	10.0	-
Not Gifted	45	37.8	39	41.0	53	39.6	38	44.7	37	54.1	16.3	9.4	45	44.4	39	43.6	54	40.7	38	52.6	36	66.7	22.3	14.1
With Disabilities	3	-	8	-	16	6.3	5	-	4	-	-	-	2	-	7	-	16	6.3	5	-	4	-	-	-
WO Disabilities	53	49.1	53	50.9	63	52.4	41	53.7	44	68.2	19.1	14.5	53	54.7	54	59.3	64	53.1	41	65.9	43	76.7	22.0	10.8
Homeless	5	-	5	-	4	-	4	-	4	-	-	-	5	-	6	-	4	-	4	-	4	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	12	41.7	15	66.7	14	71.4	3	-	16	62.5	20.8	-	12	41.7	15	73.3	14	78.6	3	-	15	93.3	51.6	-

* 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
Crown Point
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	%	%	%
Total	80	63.8	46	65.2	60	43.3	61	52.5	47	48.9	-14.9	-3.6	81	48.1	47	40.4	62	50.0	60	50.0	47	38.3	-9.8	-11.7
Female	47	68.1	26	73.1	31	45.2	27	63.0	28	46.4	-21.7	-16.6	47	55.3	27	40.7	32	40.6	27	55.6	28	32.1	-23.2	-23.5
Male	33	57.6	20	55.0	29	41.4	34	44.1	19	52.6	-5.0	8.5	34	38.2	20	40.0	30	60.0	33	45.5	19	47.4	9.2	1.9
African American	8	-	1	-	3	-	3	-	5	-	-	-	9	-	1	-	3	-	3	-	5	-	-	-
Asian**	2	-	1	-	1	-	2	-	0	-	-	-	2	-	1	-	1	-	2	-	0	-	-	-
Filipino	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Hispanic	34	58.8	20	40.0	27	25.9	30	36.7	23	34.8	-24.0	-1.9	34	35.3	20	25.0	28	32.1	29	31.0	23	21.7	-13.6	-9.3
Indochinese**	2	-	1	-	1	-	0	-	-	-	-	-	2	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	29	69.0	19	78.9	23	65.2	18	61.1	10	70.0	1.0	8.9	29	58.6	20	45.0	24	62.5	18	66.7	10	70.0	11.4	3.3
Multiracial	4	-	2	-	4	-	7	-	8	-	-	-	4	-	2	-	4	-	7	-	8	-	-	-
English Learner	13	15.4	11	18.2	7	-	7	-	9	-	-	-	13	0.0	12	16.7	9	-	7	-	9	-	-	-
English-Speaking	67	73.1	35	80.0	53	49.1	54	59.3	38	57.9	-15.2	-1.4	68	57.4	35	48.6	53	56.6	53	56.6	38	47.4	-10.0	-9.2
Reclassified†	7	-	1	-	6	-	9	-	3	-	-	-	7	-	1	-	6	-	9	-	3	-	-	-
Initially Eng. Speaking	60	71.7	34	79.4	47	48.9	45	57.8	35	60.0	-11.7	2.2	61	54.1	34	47.1	47	53.2	44	54.5	35	48.6	-5.5	-5.9
Econ. Disadv.*	51	56.9	25	48.0	35	22.9	41	46.3	36	41.7	-15.2	-4.6	52	36.5	26	15.4	36	38.9	40	45.0	36	30.6	-5.9	-14.4
Non-Econ. Disadv.	29	75.9	21	85.7	25	72.0	20	65.0	11	72.7	-3.2	7.7	29	69.0	21	71.4	26	65.4	20	60.0	11	63.6	-5.4	3.6
Gifted	28	85.7	9	-	22	63.6	11	72.7	8	-	-	-	28	78.6	9	-	22	86.4	11	72.7	8	-	-	-
Not Gifted	52	51.9	37	59.5	38	31.6	50	48.0	39	38.5	-13.4	-9.5	53	32.1	38	28.9	40	30.0	49	44.9	39	30.8	-1.3	-14.1
With Disabilities	5	-	7	-	16	6.3	5	-	5	-	-	-	5	-	7	-	16	6.3	4	-	5	-	-	-
WO Disabilities	75	65.3	39	71.8	54	48.1	56	57.1	42	50.0	-15.3	-7.1	76	48.7	40	42.5	56	55.4	56	53.6	42	38.1	-10.6	-15.5
Homeless	3	-	5	-	6	-	2	-	6	-	-	-	3	-	6	-	6	-	2	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	50.0	7	-	15	73.3	12	75.0	4	-	-	-	13	38.5	7	-	15	60.0	12	75.0	4	-	-	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Crown Point
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	%	%	%
Total	45	68.9	75	57.3	50	56.0	58	63.8	59	66.1	-2.8	2.3	45	42.2	75	44.0	50	40.0	57	50.9	59	64.4	22.2	13.5
Female	24	83.3	46	60.9	26	61.5	30	70.0	28	78.6	-4.7	8.6	24	37.5	46	52.2	26	46.2	30	46.7	28	64.3	26.8	17.6
Male	21	52.4	29	51.7	24	50.0	28	57.1	31	54.8	2.4	-2.3	21	47.6	29	31.0	24	33.3	27	55.6	31	64.5	16.9	8.9
African American	1	-	4	-	0	-	1	-	2	-	-	-	1	-	4	-	0	-	1	-	2	-	-	-
Asian**	0	-	2	-	0	-	1	-	2	-	-	-	0	-	2	-	0	-	1	-	2	-	-	-
Filipino	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Hispanic	25	60.0	34	32.4	23	47.8	24	54.2	29	58.6	-1.4	4.4	25	40.0	34	26.5	23	21.7	24	41.7	29	58.6	18.6	16.9
Indochinese**	2	-	2	-	1	-	1	-	-	-	-	-	2	-	2	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	12	83.3	28	78.6	18	66.7	26	73.1	20	65.0	-18.3	-8.1	12	33.3	28	60.7	18	55.6	25	52.0	20	65.0	31.7	13.0
Multiracial	4	-	4	-	6	-	5	-	5	-	-	-	4	-	4	-	6	-	5	-	5	-	-	-
English Learner	4	-	11	9.1	5	-	6	-	6	-	-	-	4	-	11	0.0	5	-	6	-	6	-	-	-
English-Speaking	41	75.6	64	65.6	45	62.2	52	69.2	53	71.7	-3.9	2.5	41	43.9	64	51.6	45	44.4	51	56.9	53	67.9	24.0	11.0
Reclassified†	11	72.7	6	-	13	69.2	6	-	11	81.8	9.1	-	11	45.5	6	-	13	38.5	6	-	11	81.8	36.3	-
Initially Eng. Speaking	30	76.7	58	65.5	32	59.4	46	67.4	42	69.0	-7.7	1.6	30	43.3	58	48.3	32	46.9	45	53.3	42	64.3	21.0	11.0
Econ. Disadv.*	31	67.7	49	53.1	27	37.0	33	42.4	38	60.5	-7.2	18.1	31	41.9	49	34.7	27	25.9	33	30.3	38	60.5	18.6	30.2
Non-Econ. Disadv.	14	71.4	26	65.4	23	78.3	25	92.0	21	76.2	4.8	-15.8	14	42.9	26	61.5	23	56.5	24	79.2	21	71.4	28.5	-7.8
Gifted	15	80.0	28	85.7	10	80.0	14	78.6	11	90.9	10.9	12.3	15	80.0	28	71.4	10	90.0	14	85.7	11	100.0	20.0	14.3
Not Gifted	30	63.3	47	40.4	40	50.0	44	59.1	48	60.4	-2.9	1.3	30	23.3	47	27.7	40	27.5	43	39.5	48	56.3	33.0	16.8
With Disabilities	8	-	4	-	6	-	6	-	8	-	-	-	8	-	4	-	6	-	6	-	8	-	-	-
WO Disabilities	37	78.4	71	59.2	44	61.4	52	67.3	51	72.5	-5.9	5.2	37	48.6	71	46.5	44	43.2	51	56.9	51	72.5	23.9	15.6
Homeless	2	-	3	-	7	-	5	-	3	-	-	-	2	-	3	-	7	-	5	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	7	-	6	-	15	73.3	10	100.0	-	26.7	6	-	7	-	6	-	14	57.1	10	90.0	-	32.9

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

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

ACHIEVEMENT

APPENDIX E**2020-21 SPSA ASSESSMENT AND EVALUATION**

<p align="center">School Name: Crown Point Evaluation of LCFF (09800) of Actions/Activities SPSA School Year Evaluated: 2019-20</p>					
Goals	<p>Actions/Activities (Strategies) List all activities/actions funded by LCFF. Must be evidence-based intervention designed to improve academic achievement.</p>	<p>Analysis:</p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p>Description:</p> <p>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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">What is working (effective) and why?</td> <td style="padding: 5px;">What is not working (ineffective) and why?</td> </tr> </table>	What is working (effective) and why?	What is not working (ineffective) and why?	<p>Modification based on evaluation results.</p> <p>What are my goals between now and the next quarterly check in to meet the identified goals in the SPSA?</p> <p>What are my leadership strategies in service of my goals?</p>
What is working (effective) and why?	What is not working (ineffective) and why?				

Area Goal 1: Safe, Collaborative, and Inclusive Culture	N/A
Notes and Reminders:	

<p>Area Goal 2: English Language Arts</p>	<p>Activity: <u>INSTRUCTIONAL SUPPLIES</u> Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program.</p>			
	<p>Supplies-09800/4301</p> <ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Language Arts. 	<ul style="list-style-type: none"> All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student annotation of text and note-taking is a high cost. 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.
<p>Activity: <u>GRADE LEVEL COLLABORATIONS/PLC</u> Visiting teachers are funded so that teachers be released for half a day with their grade level each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.</p>				
<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> Sub release for on/off-site trainings, professional developments, or PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students. 	

	<p>Classroom Teacher Hrly -09800/1157</p> <ul style="list-style-type: none"> Teacher hourly works with small intervention groups of students who are English Learners and struggling readers. 	<ul style="list-style-type: none"> The support for English Learners has been consistent and the staff member has aligned intervention to ELPAC rigor 	<ul style="list-style-type: none"> ELPAC data and SBAC data for Els has shown some growth but not adequate growth. 	<ul style="list-style-type: none"> Staff member will work with teachers more in the classroom for a push-in support more than a pull-out support. The support will continue to align with ELPAC rigor but also with the Critical Concepts in everyday ELA lessons as well. This staff will also be part of integrated ELD more.
<p>Notes and Reminders:</p>				
<p>Area Goal 3: Mathematics</p>	<p>Activity: INSTRUCTIONAL SUPPLIES Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics.</p>			
	<p>Supplies-09800/4301</p> <ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials Envision Math. 	<ul style="list-style-type: none"> All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student annotation of text and note-taking is a high cost. 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.

	<p>Activity: GRADE LEVEL COLLABORATIONS/PLC Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.</p>			
	<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> Sub release for on/off-site trainings, professional developments, or PLCs 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
<p>Notes and Reminders:</p>				
<p>Area Goal 4: English Learners</p>	<p>Activity: 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 he will work with at-risk LTELS and newcomers.</p>			
	<p>Non Clsrm Tchr Hrly -09800/1957</p> <ul style="list-style-type: none"> Visiting teacher works with small intervention groups of students who are English Learners and struggling readers. 	<ul style="list-style-type: none"> The support for English Learners has been consistent and the staff member has aligned intervention to ELPAC rigor 	<ul style="list-style-type: none"> ELPAC data and SBAC data for Els has shown some growth but not adequeate growth. 	<ul style="list-style-type: none"> Staff member will work with teachers more in the classroom for a push-in support more than a pull-out support. The support will continue to align with ELPAC rigor but also with the Critical Concepts in everyday ELA lessons as well. This staff will also be

				part of integrated ELD more.
Classroom Teacher Hrly -09800/1157	<ul style="list-style-type: none"> Supporting English Learners parents) in understanding ELPAC, SPSA and other informational items. 	<ul style="list-style-type: none"> The support for English Learners has been consistent and the staff member has aligned intervention to ELPAC rigor 	<ul style="list-style-type: none"> ELPAC data and SBAC data for Els has shown some growth but not adequate growth. 	<ul style="list-style-type: none"> Staff member will work with teachers more in the classroom for a push-in support more than a pull-out support. The support will continue to align with ELPAC rigor but also with the Critical Concepts in everyday ELA lessons as well. This staff will also be part of integrated ELD more.
<p>Activity: SUPPLEMENTAL MATERIALS Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark) as well as online programs that specifically target the needs of students based on assessment data.</p>				
Supplies-09800/4301	<ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Designated and Integrated English Language Development. 	<ul style="list-style-type: none"> All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student annotation of text and note-taking is a high cost. 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.

	<p>Activity: VISITING TEACHERS Grade Level Professional Learning Communities occur in three different ways: Wednesdays once a month, Arts In Education Program (1/2 release once a month), and additional sub release (1/2 day every other month) During this time, teachers will review both Designated and Integrated ELD data as well as data in all content areas for English Learners. After reflecting on the data, teachers will collaborate to determine the next steps in instruction for English Learners. Furthermore, teachers will determine the need for intervention for English Learners as well.</p>			
	<p>Prof&Curriclm Dev Vist Tchr-09800/1192</p> <ul style="list-style-type: none"> Sub release for on/off-site trainings, professional developments, PLCs 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
<p>Notes and Reminders:</p>				
<p>Area Goal 5: Students with Disabilities</p>	<p>Activity: Education Specialists will co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core Sate Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support.</p>			
	<p>Prof&Curriclm Dev Vist Tchr -09800/1192</p> <ul style="list-style-type: none"> Sub Release for on/off-site trainings, professional developments, or PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.

		for all areas and subgroups.		
	<p>Activity: Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.</p>			
	<p>Supplies-09800/4301</p> <ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. 	<ul style="list-style-type: none"> All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student annotation of text and note-taking is a high cost. 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.
Notes and Reminders:				
Area Goal 6: Family Engagement	N/A			
Notes and Reminders:				
Area Goal 7: Graduation/Promotion	<p>Activity: <u>GRADE LEVEL COLLABORATIONS/PLC</u> Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.</p>			
	<p>Prof&Curriclm Dev Vist Tchr -09800/1192</p>	<ul style="list-style-type: none"> Teachers have increased the implementation of 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how

	<ul style="list-style-type: none"> • Sub Release for on/off-site trainings, professional developments, or PLC 	<p>strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups.</p>		<p>teachers respond to Tier I instructional data and intervene with students.</p>
	<p>Classroom Teacher Hrly -09800/1157</p> <ul style="list-style-type: none"> • Teacher hourly works with small intervention groups of students who are English Learners and struggling readers. 	<ul style="list-style-type: none"> • The support for English Learners has been consistent and the staff member has aligned intervention to ELPAC rigor 	<ul style="list-style-type: none"> • ELPAC data and SBAC data for EIs has shown some growth but not adequate growth. 	<ul style="list-style-type: none"> • Staff member will work with teachers more in the classroom for a push-in support more than a pull-out support. The support will continue to align with ELPAC rigor but also with the Critical Concepts in everyday ELA lessons as well. This staff will also be part of integrated ELD more.
<p>Activity: A resource teacher is being funded to work with small groups, which target English Learners and struggling readers needing more intensive support in language arts and ELD.</p>				
	<p>Non Clsrn Tchr Hrly -09800/1957 Supporting English Learner Parents in understanding ELPAC, SPSA and other informational items.</p>	<ul style="list-style-type: none"> • This staff member has supported parents adequately in informing parents in ELPAC, SPSA, 	<ul style="list-style-type: none"> • Limited attendance of EL parents at meetings 	<ul style="list-style-type: none"> • Push more on social media and other means of communication. Offer different

		and any school information		times than morning meetings.
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Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of low income, English Learners, foster youth students.

When considering the data for our school overall, we have gone up approximately 5% consistently in SBAC in ELA and math. SBAC data has also increased for Students with Disabilities and English Learners. Unfortunately, there is a significant equity gap between Students with Disabilities and English Learners.

As we fund much of our Title I and LCFF funds on PLC and professional development, we will need to be shifting our focus on how we plan for students with disabilities and English Learners support. The support from the English Learner Support staff will focus more on the push-in with ELPAC aligned tasks as well as Integrated ELD based on the Critical Concepts. The EL Support Staff will also work with the office to increase a wider range of communication with families of English Learners as well as attempt different time frames in an effort to increase attendance at ELAC Meetings. Supplies for teachers and students will increase and consideration for more Post-It notes for students to annotate texts and take notes.

Evaluation Template for Title I Funded Programs

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Sample guiding questions to determine the use of Title I /site funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:

- Will this be a program based upon a thorough and comprehensive assessment of student needs?

- Will this program provide **direct services** to students?
- Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
- Is this the best use of a limited categorical resource?
- Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
- How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
- How will the use of funds be monitored and evaluated for effectiveness?
- Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
- For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?

School Name: Crown Point Evaluation of Title I Funded (30100, 30103, 30106, 31820)of Actions/Activities SPSA School Year Evaluated: 2019-20					
Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement.	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. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">What is working (effective) and why?</td> <td style="width: 50%; padding: 5px;">What is not working (ineffective) and why?</td> </tr> </table>	What is working (effective) and why?	What is not working (ineffective) and why?	Modification on evaluation What are my plans between now and next quarterly in to meet identified goal SPSA? What are leadership strategies in service of goals?
What is working (effective) and why?	What is not working (ineffective) and why?				
Area Goal 1: Safe, Collaborative, and Inclusive Culture	Activity: <u>COUNSELOR/Military Family Life Counselor (ATTENDANCE)</u> For the attendance goal, the counselor facilitates and/or participates the following: - Attendance groups - Monthly Attendance meetings - Home visits -Attendance Incentives -phone calls to monitor attendance <u>COUNSELOR (SCHOOL CONNECTEDNESS)</u> In order to target the school connectedness goal, the counselor facilitates the following activities on a school-wide basis:				

		<ul style="list-style-type: none"> - Kindness week - Bullying prevention lessons - Second Step - Restorative Circles 			
		<p>Counselor – 30100/1210</p> <ul style="list-style-type: none"> ● Counselor will work with at-risk students and groups to support increased attendance and to enhance the school's positive, inclusive, safe, and collaborative culture. 	<ul style="list-style-type: none"> ● Counselor is supporting students in need based on teacher request. Teachers have reported positive response in classroom. Counselor is working with parents and staff on positive school culture (I.E. Kindness Week, Kids for Peace) 	<ul style="list-style-type: none"> ● When Counselor is out for trainings and sickness it is a challenge to make up time and services. Some parents believe that the support will be for an entire year. Counselor does not offer on-going therapy. If the needs are too intense, families need to seek out their pediatrician for recommendation and referrals. 	<ul style="list-style-type: none"> ● Set time at the end of the month for make-up sessions. Ensure clarity from the counselor about what her support system looks like for parents and staff at the beginning.
<p>Notes and Reminders: NA</p>					
	<p>Area Goal 2: English Language Arts</p>	<p>Activity: <u>INSTRUCTIONAL SUPPLIES</u> Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program.</p>			
		<p>Supplies-30100, 30106/4301</p> <ul style="list-style-type: none"> ● Basic classroom supplies such as writing utensils and other items, which facilitate instruction 	<ul style="list-style-type: none"> ● All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> ● Strategy of utilizing Post-It Notes for student annotation of text and note-taking is a high cost. 	<ul style="list-style-type: none"> ● Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply

		<p>and completion of assigned tasks. Supplemental materials for Language Arts.</p>			<p>purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.</p>
	<p>Activity: <u>GRADE LEVEL COLLABORATIONS/PLC</u> Visiting teachers are funded so that teachers be released for half a day with their grade level each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.</p>				
		<p>Classroom Teacher Hrly-30100, 30106/1157</p> <ul style="list-style-type: none"> AEP Teacher/Sub Release for PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
		<p>Prof&Curriclm Dev Vist Tchr-30100/1192</p> <ul style="list-style-type: none"> Sub release for on/off-site trainings, professional 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers

		<p>developments, or PLC</p>	<p>development. Planning for lessons based on professional development has show increase in data for all areas and subgroups.</p>		<p>respond to Tier I instructional data and intervene with students.</p>
	<p>Activity: <u>ONLINE LANGUAGE ARTS PROGRAMS</u> We are purchasing licenses for Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular instructional level. Reading Plus also has an assessment component that helps teachers to monitor growth three times per year.</p>				
		<p>Software License-30100/5841</p> <ul style="list-style-type: none"> ● Purchase Reading Plus 	<ul style="list-style-type: none"> ● This is our baseline year. SBAC Data has shown increase in ELA over the course of last three years. When we receive data from the 19-20 SBAC, we will determine any modifications. 	<ul style="list-style-type: none"> ● Individuals have different amounts of progress outside of school when done for homework. 	<ul style="list-style-type: none"> ● Assign for homework and teachers monitor from school. Teach parents how to access Clever to in turn access other language arts and math programs.
<p>Notes and Reminders: NA</p>					
<p>Area Goal 3: Mathematics</p>	<p>Activity: <u>INSTRUCTIONAL SUPPLIES</u> Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics.</p>				

<p>Supplies-30100, 30106/4301</p> <ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials Envision Math. 	<ul style="list-style-type: none"> All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student annotation of text and note-taking is a high cost. 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.
<p>Activity: <u>ONLINE MATHEMATICS PROGRAMS</u> We are utilizing ST Math, a district funded math program. This is no cost to the school. This is an online math assessment and curriculum program, which provide opportunities for students to practice their math skills at their particular instructional level. ST Math focuses on the conceptual component, which is critical for why certain algorithms are utilized in math. ST Math also has an assessment component, which helps teachers to monitor growth and individualize instruction.</p>			
<p>Software License- 30100/5841</p> <ul style="list-style-type: none"> Math supplemental curriculum and assessment program to increase instructional math level. 	<ul style="list-style-type: none"> ST math has been the supplemental math program for students in all grades. When using this program, we believe that it is one of the positive factors increasing student achievement 	<ul style="list-style-type: none"> Individuals have different amounts of progress outside of school when done for homework. 	<ul style="list-style-type: none"> Assign for homework and teachers monitor from school. Teach parents how to access Clever to in turn access other language arts and math programs.
<p>Activity: <u>GRADE LEVEL COLLABORATIONS/PLC</u> Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.</p>			

	<p>Classroom Teacher Hrly-30100, 30106/1157</p> <ul style="list-style-type: none"> • Visiting VPA teachers/Sub Release for PLC 	<ul style="list-style-type: none"> • Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> • SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> • More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
	<p>Prof&Curriclm Dev Clssrm Tchr-30100/1192</p> <ul style="list-style-type: none"> • Sub release for on/off-site trainings, professional developments, or PLC 	<ul style="list-style-type: none"> • Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> • SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> • More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
<p>Notes and Reminders: NA</p>				
<p>Area Goal 4: English Learners</p>	<p>Activity: <u>VISITING TEACHERS</u> Grade Level Professional Learning Communities occur in three different ways: Wednesdays once a month, Arts In Education Program (1/2 release once a month), and additional sub release (1/2 day every other month)</p>			

<p>During this time teachers will review both Designated and Integrated ELD data as well as data in all content areas for English Learners. After reflecting on the data, teachers will collaborate to determine the next steps in instruction for English Learners. Furthermore, teachers will determine the need for intervention for English Learners as well.</p>				
<p>Classroom Teacher Hrly -30100, 30106/1157</p> <ul style="list-style-type: none"> Visiting VPA teachers/Sub Release for PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students. 	
<p>Prof&Curriclm Dev Vist Tchr -30100/1192</p> <ul style="list-style-type: none"> Sub release for on/off-site trainings, professional developments, or PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students. 	
<p>Activity: SUPPLEMENTAL MATERIALS Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark) as well as online programs that specifically target the needs of students based on assessment data.</p>				
<p>Supplies-30100, 30106/4301</p>	<ul style="list-style-type: none"> All students and all subgroups have the basic materials 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when 	

	<ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and other items, which facilitate instruction and completion of assigned tasks. Supplemental materials for Designated and Integrated English Language Development. 	<p>and supplies for learning.</p>	<p>annotation of text and note-taking is a high cost.</p>	<p>reviewing budget and materials and supply purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.</p>
<p>Activity: <u>ONLINE LANGUAGE ARTS PROGRAMS</u> We are purchasing licenses for Reading Plus. This online language arts program provides opportunities for students to practice their reading skills at their particular instructional level. Reading Plus has an assessment component that helps teachers to monitor growth.</p>				
	<p>Software License-30100/5841</p> <ul style="list-style-type: none"> Purchasing Reading Plus 	<ul style="list-style-type: none"> This is our baseline year. SBAC Data has shown increase in ELA over the course of last three years. When we receive data from the 19-20 SBAC, we will determine any modifications. 	<ul style="list-style-type: none"> Individuals have different amounts of progress outside of school when done for homework. 	<ul style="list-style-type: none"> Assign for homework and teachers monitor from school. Teach parents how to access Clever to in turn access other language arts and math programs.
<p>Notes and Reminders: NA</p>				
<p>Area Goal 5: Students with Disabilities</p>	<p>Activity: Education Specialists will co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support.</p>			

	<p>Prof&Curriclm Dev Vist Tchr -30100/1192</p> <ul style="list-style-type: none"> AEP Teacher/Sub Release for PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
	<p>Classroom Teacher Hrly-30100, 30106/1157</p> <ul style="list-style-type: none"> AEP Teacher/Sub Release for PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
<p>Activity: Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.</p>				
	<p>Supplies-30100, 30106/4301</p> <ul style="list-style-type: none"> Basic classroom supplies such as writing utensils and 	<ul style="list-style-type: none"> All students and all subgroups have the basic materials and supplies for learning. 	<ul style="list-style-type: none"> Strategy of utilizing Post-It Notes for student annotation of text 	<ul style="list-style-type: none"> Consider the costs for Post-Its and adjust purchase when reviewing budget and materials and supply

	<p>other items, which facilitate instruction and completion of assigned tasks.</p>		<p>and note-taking is a high cost.</p>	<p>purchases. Consideration for lower grade due to the fact that some classes go above 24 students in any given year. This needs to be considered for all teachers TK-3rd grade.</p>
<p>Notes and Reminders: NA</p>				
<p>Area Goal 6: Family Engagement</p>	<p>Activity: <u>FAMILY COMMUNICATION</u> The school will encourage parent participation meetings/committees that elicit stakeholder input through effective communication strategies: - 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 (i.e. Facebook, Instagram, School Website...)</p>			
	<p>Supplies– 30103/4301</p> <ul style="list-style-type: none"> Materials and supplies used to increase parental involvement. 	<ul style="list-style-type: none"> The materials and supplies (flyers, announcements, social media, calendars, for parent involvement has been adequate for our Parent Meetings. 	<ul style="list-style-type: none"> Low number on turn outs for events (Coffee with the principal, ELAC) with the exception of violin recitals, Back to School, and Open House. 	<p>Advertise on standard means of communication as well as on social media, robo-calls to all parents, incentives, timing of meeting to be at different times. More translated flyers and information for EL parents. Bring more critical information to events with large parent attendance.</p>
<p>Notes and Reminders: NA</p>				

<p>Area Goal 7: Graduation/Promotion</p>	<p>Activity: <u>GRADE LEVEL COLLABORATIONS/PLC</u> Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.</p>			
	<p>Classroom Teacher Hrly-30100, 30106/1157</p> <ul style="list-style-type: none"> Visiting VPA teachers for PLC 	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
	<p>Prof&Curriclm Dev Vist T 30100/1192</p> <p>Sub release for on/off-site trainings, professional developments, or PLC</p>	<ul style="list-style-type: none"> Teachers have increased the implementation of strategies from professional development. Planning for lessons based on professional development has show increase in data for all areas and subgroups. 	<ul style="list-style-type: none"> SWD and EL SBAC data is still below school average. 	<ul style="list-style-type: none"> More focus on data analysis for subgroups and how teachers respond to Tier I instructional data and intervene with students.
<p>Activity: <u>ONLINE LANGUAGE ARTS PROGRAMS</u> We are purchasing licenses for Reading Plus. This online language arts programs provides opportunities for students to practice their reading skills at their particular instructional level. Reading Plus also has an assessment component that helps teachers to monitor growth three times per year.</p>				

	<p>Software License-30100/5841</p> <ul style="list-style-type: none"> • Purchase of Reading Plus 	<ul style="list-style-type: none"> • This is our baseline year. SBAC Data has shown increase in ELA over the course of last three years. When we receive data from the 19-20 SBAC, we will determine any modifications. 	<ul style="list-style-type: none"> • Individuals have different amounts of progress outside of school when done for homework. 	<ul style="list-style-type: none"> • Assign for homework and teachers monitor from school. Teach parents how to access Clever to in turn access other language arts and math programs.
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Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I/all students.

As we fund much of our Title I and LCFF funds on PLC and professional development, we will need to be shifting our focus on how we plan for students with disabilities and English Learners support. This includes integrated ELD, small group instruction, intervention and strategies to support English Learners, Students with Disabilities or any student in need.

When considering the support from the school counselor, parents are concerned about make-up sessions for absences of students or the counselor being out. The counselor will consider this with her plans to support all students equitably. Furthermore, parents believe that extreme cases or students who need intervention to intense or frequent may be entitled to on-going support. Based on SDUSD Counseling Department, these cases may exceed the support that a school counselor can provide and they may need to seek out pediatric psychological services that the school cannot offer.

Evaluation Template for Title I Funded Programs

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Sample guiding questions to determine the use of Title I /site funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:

- Will this be a program based upon a thorough and comprehensive assessment of student needs?
- Will this program provide **direct services** to students?
- Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
- Is this the best use of a limited categorical resource?
- Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
- How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
- How will the use of funds be monitored and evaluated for effectiveness?
- Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
- For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?