THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ENCANTO ELEMENTARY SCHOOL

2020-21

37-68338-6039515
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: Mandler, Audra
Contact Person: Mandler, Audra
Position: Principal
Telephone Number: 619-344-6700
Address: 822 65th St, Encanto Elementary, San Diego, CA, 92114-2818,
E-mail Address: amandler@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
☒ Parent&Family Engagement Policy
☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified SCHOOL DISTRICT

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Encanto Elementary

SITE CONTACT PERSON: Audra Mandler

DUE: October 5, 2020	

PHONE: 619-344-6700   **FAX:** 619-344-6749   **E-MAIL ADDRESS: amandler@sandi.net**

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

X **Title 1 Schoolwide Programs (SWP)**   X **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:

X	English Learner Advisory Committee (ELAC)	Date of presentation: 9/24/2020
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:
☐	Site Governance Team (SGT)	Date of presentation:
☐	Other (list): _____	Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

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

6. The site plan or revisions to the site plan were adopted by the SSC on: october 6, 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.

Audra Mandler	/Audra Mandler /10/6/2020
Type/Print Name of School Principal	Signature of School Principal / Date
Tina King	/Tina King/ 10/6/2020
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Mara Lopez	/Mara Lopez/10/6/2020
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Bruce Bivins	10/8/2020
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

Revised 9/7/2020

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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 Title I Schoolwide Program and Additional Targeted Support and Intervention Plan. The staff at Encanto Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Encanto work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.
This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all learners.

PURPOSE AND DESCRIPTION
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT
At Encanto, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, ILT, and staff meetings held throughout the year.
- October 4, 2019 the Annual Title I Parent Meeting was held.
- September 3, 2019 SSC met to analyze data and provided recommendations
- October 1, 2019 SSC developed the School Parent Compact and Parent Involvement Policy
- November 12, 2019 SSC met to analyze data and provide recommendations
- January 7, 2020 SSC met to analyze data, provide budget recommendations, and evaluate SPSA
- January 9, 2020 ELAC met to provide input for budget and goals for English Language Learners
- February 7, 2020 SSC reviewed and approved the 2020-21 budget.
- March 11, 2020 SSC met to evaluate 2019-20 SPSA and make recommendations
- April 22, 2020 SSC met to monitor budget and make recommendations
- May 5, 2020 SSC met to review data and make recommendations

- June 2, 2020 SSC met to review data and make recommendations
- September 17, 2020 ILT met to analyze data and provide recommendations of goals
- September 16, 2020 SSC met to discuss SSC nominations for parent and support staff positions
- September 22-25, 2020 grade-level PLCs met to provide input for all goals
- September 23 and 25 and October 1, 2020, Counseling Department met to review data and provide input for goals
- September 24, 2020 ELAC met to provide input for English Language Learner goals
- September 30, 2020 SSC met to review and approve the School Parent Compact and Parent Involvement Policy, provide input for SPSA goals
- October 6, 2020 SSC approved 2020-2021 SPSA.
- October 22, 2020 Annual Title 1 meeting held

RESOURCE INEQUITIES

Encanto's root cause analysis involved examining data from 2018-19 CAASPP, the 2018-19 California Dashboard, 2018-19 California Healthy Kids Survey and California Parent Survey, 2019-20 site data; and a review of the 2019-20 SPSA.

English Language Arts - all students

	2017	2018	2019
3rd grade	43.8%	33.3%	32.9%
4th grade	50.7%	44.6%	38.7%
5th grade	29.2%	43.2%	48.1%
total	41.4%	40.7%	40.0%

ELA Analysis:
- **3rd Grade:**
    - 3rd grade has shown a decrease of 11% over the past 3 years from 43.8% to 32.0%
4th Grade:
    - The 2017 3rd grade cohort made gains from 3rd to 4th grade with an increase of .8%.
    - 4th grade has shown a decrease 12% in the past 3 years.
    - The 2018 3rd grades increased in 4th grade by 4.6%.
5th Grade:
    - 5th grade has shown an increase of 18.9% over the past 3 years.
    - As a cohort they increase 4.3% over 3 years.
    - The 2017 4th grade cohort decreased by 7.5% from 4th to 5th grade.
English Language Arts: subgroups

Subgroups	2017	2018	2019
ELL	14.5%	18.8%	11.4%
SWD	7.3%	4.3%	13.1%
Hispanic	40.6%	39%	40%
African American	41%	23.1%	40%

Subgroups:

ELLs: Our English Learners have a decrease of 3.1% over the 3 years.

SWD: While they took a dip in 2018, we have an increase of 5.9% over the 3 years.

Hispanic: This has been the most consistent subgroup and makes up 78% of our population. The Two Way Dual Language students showed some of the strongest growth in the group.

African American: While there was a large dip in 2018 students made strong growth from 2018 to 2019.

Mathematics- all students

	2017	2018	2019
3rd grade	45.2%	20.9%	30.5%
4th grade	40.8%	47.4%	30.7%
5th grade	13.7%	14.7%	39%
total	33.3%	28%	33.5%

Math Analysis:

- 3rd Grade:

- The 3rd grade has shown a decrease of 14.7% over the past 3 years.

- they did increase by 9.6% from 2018 to 2019.

- The 2017 3rd grade cohort made gains from 3rd to 4th grade with an increase of 2.2%

- The same cohort took a dip of 8.4% in 2019.

4th Grade:

- The 4th grade has shown a decrease of 10.1% in the past 3 years.

- The 2017 3rd grade cohort increased by 2.2% from 3rd to 4th grade.

- The 2018 3rd grade cohort grew 9.8% from 3rd to 4th grade.

5th Grade:

- The 5th grade has shown an increase of 25.3% over the past 3 years.

- They increased by 24.3% from 2018 to 2019.

- As a cohort they decreased by 6.2% over 3 years.

Math - subgroups

	2017	**2018**	**2019**
ELL	13.6%	15.5%	20%
SWD	7.5%	4.3%	7.9%
Hispanic	35%	32.9%	35.5%
African American	5.9%	7.1%	20%

Subgroups:

ELLs: Our English Learners have an increase of 6.4% over the 3 years.

SWD: While they took a dip in 2018, we have an increase of .4% over the 3 years.

Hispanic: This has been the most consistent subgroup and makes up 78% of our population. They have an increase of .5 over the 3 years.

African American: There was a small increase in 2018 of 1.2% but a huge jump in 2019 with a 12.9% increase

Root Causes: During the 2018-19 school year we adopted the new Benchmark Curriculum in both English and Spanish. Our root cause analysis showed that a lack of Reading Foundational Skill in Tier 1 instructions during K-2nd grade years greatly impacts student achievement 3rd grade to 5th grade. In addition, a lack of designated ELD made a great impact on our ELLs at every grade-level. We lacked a Guaranteed Viable Curriculum in Mathematics with inconsistency in the materials being used and instructional practices. Education specialists changed in November resulting in a disruption to services to SWD. Two ed specialists had to provide extra support to untrained ed specialist. This resulted in lower performance than anticipated in SWD. Para educators work with our neediest SWD yet lack the education and training of ed specialists. Budgeting did not allow for training after hours or substitutes for during hours training. Social-emotional issues disrupted student learning. Encanto is 93.6% socioeconomically disadvantaged with an average of 35% homeless. Students come to school with high mental and emotional needs. A guidance counselor is only provided by the District for 1.5 days a week. This did not make a positive impact on student well being. As a result, both principal and in school resource teacher carried the burden of student support pulling both away from instructional coaching and building teacher capacity in PLCs and classroom time.

Due to COVID-19 our 2019-20 data was derived from our district 2019-20 FAST online assessment:

FAST READING

FAST Level	2nd grade February	3rd grade June	4th grade February	5th grade February
College Pathway	16%	28%	17%	9%
Low Risk	36%	22%	18%	32%
Some Risk	11%	24%	37%	24%
High Risk	37%	26%	29%	35%

FAST MATH

FAST Level	2nd grade February	3rd grade June	4th grade February	5th grade February
College Pathway	14%	24%	18%	14%

Low Risk	28%	30%	21%	20%
Some Risk	23%	14%	32%	40%
High Risk	35%	32%	29%	27%

ROOT CAUSES: Campus closed on March 13, 2020. Online instruction began on April 20, 2020. Online teaching and learning proved challenging for teachers and students. Many teachers struggled with the platform and video conferencing technology. In addition, many families struggled with connectivity. Furthermore, both staff and families were negatively impacted by loss of income, food shortages, and even loss of family members. For some the trauma was too great to fully engage in online learning.

SPSA Focus:

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our Black students, Hispanic students, English Language Learners, and students with disabilities. Encanto currently has 9.6% Black, 79% Hispanic and 4% more than one race, this gives us a culturally diverse population. In order to best serve and support the achievement of all students, especially our Black and Hispanic students, our professional learning on racism, social equity, and culturally responsive teaching is at the core of our SPSA. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 93.6% of Encanto's student population is considered socioeconomically disadvantaged.

Professional Development:

- **Safe, Collaborative and Inclusive Culture:** During the 2020-21 school year all staff members are engaging in monthly professional learning on race, equity and culturally responsive teaching. The Equity Leadership Team (ELT) is participating in a year-long coaching cycle with resource teachers from the district's Youth Advocacy Department.

- **Reading Foundational Skills**: In 2019-20 all Kindergarten and 1st grade teachers received in-depth training on Reading Foundational skills including development and continuum of skills along with best instructional practices through UCSD and the California Reading and Literacy Project. The training included side-by-side coaching and planning. This work will continue this year and should we return to full campus, teachers in 2nd and 3rd grade will be trained.

- **English Language Development**: In 2019-20 all certificated staff received monthly training on the ELA/ELD framework, Integrated and Designated ELD, and learning routines for ELLs. This work will continue in PLCs as teachers work with Resource Teacher to plan for both Integrated and Designated ELD.

- **Math**: In 2019-20 all 3rd grade teachers participated in Math Student-Centered Coaching Cycle. This work will continue in PLCs with the support of District math coach, site resource teacher and ed specialists

- **Students with Disabilities**: In 2019-20 the Special Education Department coached two ed specialists, para educators and multiple general education teachers on inclusion for all students through 3 co-teaching cycles. Para educators received coaching and training with site ed specialists as well as district provided trainings. This work continues this year with three ed specialists in grades 1st-5th. In addition, ed specialists work in PLCs with classroom teaches in planning lessons utilizing Universal Design for Learning (UDL) strategies.

- **PLC:** All certificated staff work in Professional Learning Communities. They meet weekly to create common formative assessments across grade-levels, analyze data, and use data to plan instruction. PLCs meet for a minimum of 3 more hours a month to plan for instruction using best practices for ELL and SWD. Grades 2nd-5th have been utilizing FAST for online assessment and progress monitoring and will continue to do so this year.

Curriculum:

- **K-5 full implementation:** Encanto now has a complete Two-Way Dual Language Curriculum, Benchmark Education ADVANCE and ADELANTE across K-5th grade. In addition all grade-levels and teachers are following the District's math curriculum.

- **Coaching Support:**

  - Our Kindergarten and 1st grade teachers are all participating in a year-long coaching cycle on Reading Foundational Skills through the CA Reading and Literacy Project (CRLP).
  - Our RT is participating in a leadership network with CRLP.
  - Principal is participating in a Principal Network with CRLP and Area 1 principals.
  - Our site resource teacher plans, coaches and co-teaches alongside teachers in K-5th grade.
  - Our education specialists plan using Universal Design for Learning with classroom teachers in PLCs, coach and train paraeducators, and coteach alongside classroom teachers

Data Analysis:

- **Instructional Leadership Team (ILT):** Our ILT meets monthly to analyze real time data from our SMART goals, reading levels and additional assessments. Twice a year they attend a full day retreat to do root cause analysis of CAASPP and schoolwide data.

- **Professional Learning Communities (PLC):**

  - Weekly collaboration for common formative assessments, data analysis and instructional planning
    - teachers and ed specialists meet for at least 2 hours a month for planning during Online Learning; when on campus they have 3 hours a month for planning while students engage in VAPA with visiting art teachers
    - weekly 60 minute data analysis during Online Learning; 45 minutes a week when on campus while students are engaged in PE

SSC - Trimester review of real time data

SGT - Trimester review of real time data

ELAC - Trimester review of real time data

Community Involvement:

- SSC - monthly
- SGT - monthly
- ELAC- minimum 4 times a year
- Parent Tutors - 4 parent volunteers were trained to start Everyone Reader Program when we return to full campus
- Family Engagement Workshops: dependent on Family Engagement Department menu of options
  - High Impact Mathematics Strategies
  - High Impact Reading Strategies

Diamond Education Excellence Partnership

- Parent Classes
- Teacher training
- Teacher Coaching
- Principal Network

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Barbara Kukuchek	classroom teacher
Audra Mandler	principal
Tina King	parent
Lucy Meyer	other school representative
Shaida Solimani	classroom teacher
Julieta Duran	classroom teacher
Maria Green	parent
Johanna Moreno	parent
Martha Lopez	parent
Karla Quintero	parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Chronic Absenteeism:
The Guidance Counselor and Assistant worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies to **decrease chronic absenteeism**. This allowed students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant positively affected chronic absenteeism through March 13, 2020 by reducing chronic absenteeism from **27% to 12%** as reported by District data system HOONUIT.
- African American chronic absenteeism dropped from **36%** in 2018-19 to **11%** in 2019-20.
- Hispanic chronic absenteeism dropped from **25%** in 2018-29 to **12%** in 2019-20.
- Students with Disabilities chronic absenteeism dropped from **38%** in 2018-19 to **24%** in 2019-20.
The Guidance Counselor and Assistant supported student attendance by:
- monitoring student attendance weekly
- targeting students with consecutive absences
- conducting home visits to offer supports they need to get students to school daily
- providing assistance with connecting families to outside services
- meeting with parents and students to determine needs
- serving on Attendance Committee:
- conducting monthly meetings to review attendance data
- created positive reinforcements for students to increase attendance
- addressing issues families with chronic absenteeism are facing

- calling daily to determine the reason for the absence
- making daily home visits
- referring students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.

Suspension Rate:

The Guidance Counselor and Guidance Assistant supported students' social and emotional well-being and needs. This allowed students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant worked collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that decreased in and out of school suspension rates from **1.9% to 1.2%** as reported by the district data collection system HOONUIT:

- Out of school suspension dropped in numbers from **10** in 2018-19 to **6** in 2019-20.
- In school suspensions dropped from **5** in 2018-19 to **1** in 2019-20
- Referrals dropped from **110** in 2018-19 to **30** from September 2019 through March of 2020.
    - **African Americans:**
        - African American suspension dropped to **0%** in 2019-10
        - African American male referrals dropped in number from **50** in 2018-19 to **3** in 2019-20.
        - African American male in school suspensions dropped from **1** in 2018-19 to **0** 2019-20.
        - African American Males out of school suspensions dropped from **3** in 2018-19 to **0** in 2019-20.
    - **Hispanic:**
        - Hispanic suspension dropped to **1.1%** out of school and **.2%** in school in 2019-20.
        - Hispanic male referrals dropped from **47** in 2018-29 to **18** in 2019-20.
        - Hispanic male in school suspension numbers dropped from **3 to 1**.
        - Hispanic males out of school suspensions remained at **5.**
    - **Students with Disabilities:**
        - Students with Disabilities referrals dropped from **68** in 2018-19 to **17** in 2019-20.
        - Students with Disabilities inschool suspension dropped from **3** in 2018-19 to **0** in 2019-20.
        - Students wiith disabilities out of school suspension dropped from **7 to 3**.

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

*Major Differences

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

Despite all of the counseling supports and outreach, we still need a social worker for the high trauma and poverty at our site.
Due to COVID-19 daily home vists were halted on March 13, 2019.
In addition, many services such as counseling were interrupted due to COVID and lack of student ability to connect online.

Internet connectivity played a significant role in student attendance March16-June 8, 2020.	

*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.

All staff will be trained by Youth Advocacy on racial inequity, social justice and culturally responsive teaching.
Guidance Counselor and Guidance Assistant are providing whole class SEL using Second Step Curriculum.
Counselor and Guidance Assistant are providing small group intervention groups.
Counselor is working in a PLC with other Lincoln Cluster Counselors to build capacity on best practices.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	12%(2019 HOONUIT)	10%	Chronic Absenteeism	Weekly
June 2021	TK-5	Decrease the overall school wide suspension rate.	1.2% (2019 HOONUIT)	.9%	Suspension	Monthly
June 2021	TK-5	Increase the average parent involvement rate.	91%	100%	CAL-SCHLS (CSPS)	Yearly

*Identified Need

On the California Dashboard (2018-19) Encanto is in the red in the following indicators: Chronic Absenteeism and Suspension Rates. The overall school chronic absenteeism rate is 21.8%.
Chronic Absenteeism Rates (subgroups):
- African American students=25.9%
- English Learners=20.3%
- Hispanic students= 20.5%
- Students with disabilities=25.8%
- Homeless students - 29.9% (Encanto averages 35% reported homeless)
- Socioeconomically Disadvantaged=21.9% (Over 92% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)
The chronic absenteeism for onsite attendance through March 13, 2020 showed a reduction in chronic absenteeism from **27% in 2018-19 to 12% September 2019 - March 2020** as reported by District data system HOONUIT.
- African American chronic absenteeism dropped from **36%** in 2018-19 to **11%** in 2019-20.

- Hispanic chronic absenteeism dropped from **25%** in 2018-29 to **12%** in 2019-20.
- Students with Disabilities chronic absenteeism dropped from **38%** in 2018-19 to **24%** in 2019-20.

According to the California Dashboard (2018-19), Encanto's suspension rate was at 1.4% declining .4 from 2018-19 (students were suspended at least one time).

Suspension Rates (subgroups):
- African American =3.5%
- English Learners=0%
- Hispanic students=1.7%
- Students with Disabilities=7.4%
- Homeless students=1.8%
- Socioeconomically Disadvantaged students= 1.6% (Over 93.6% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

We showed a decrease in both in-school and out of school suspension rates from **1.9% in 2019-20 to 1.2%** September 2019 through March 2020 as reported by the district data collection system HOONUIT:
- Out of school suspension dropped in numbers from **10** in 2018-19 to **6** in 2019-20.
- In school suspensions dropped from **5** in 2018-19 to **1** in 2019-20
- Referrals dropped from **110** in 2018-19 to **30** from September 2019 through March of 2020.
- **African Americans:**
  - African American suspension dropped to **0%** in 2019-10
  - African American male referrals dropped in number from **50** in 2018-19 to **3** in 2019-20.
  - African America male in school suspensions dropped from **1** in 2018-19 to **0** 2019-20.
  - African American Males out of school suspensions dropped from **3** in 2018-19 to **0** in 2019-20.
- **Hispanic:**
  - Hispanic suspension dropped to **1.1%** out of school and **.2%** in school in 2019-20.
  - Hispanic male referrals dropped from **47** in 2018-29 to **18** in 2019-20.
  - Hispanic male in school suspension numbers dropped from **3 to 1**.
  - Hispanic males out of school suspensions remained at **5.**
- **Students with Disabilities:**
  - Students with Disabilities referrals dropped from **68** in 2018-19 to **17** in 2019-2020
  - Students with Disabilities in-school suspension dropped from **3** in 2018-19 to **0** in 2019-20.

Parent Involvement (indicators): According to the 2018-19 California School Parent Survey (CSPS), the average parent involvement rate is at 43.5% (with the response of "strongly agree" in each of the indicators (see below). 287 parents completed the survey in a student population of 558 students (as of July 19, 2019).

- School allows input and welcomes parents' contributions = 44% Strongly Agree 47% Agree
- School encourages me to be an active partner with the school in educating my child =4 8% Strongly Agree 47% Agree
- School actively seeks the input of parents before making important decisions =3 3% Strongly Agree 52% Agree
- Parents feel welcome to participate at this school = 49% Strongly Agree 52% Agree
- 75% of parents attended a school event.
- 35% of parents volunteered at least once.
- 78% of parents attended a general school meeting.
- 57% of parents attended a fundraising meeting.
- 91% of parents attended a parent-teacher conference.

*Online Learning Implications

Guidance Counselor and Guidance Assistant attend synchronous lessons to monitor and collect data on student well-being.

Counseling team provide whole class SEL lessons using Second Step Curriculum.

Counseling team utilizes teacher surveys to target students needing additional support.

Counseling team conducts daily phone calls and home visits to support families.

Counsling team provides live video conferencing support for families, students, individuals and small groups.

Counseling team utilizes outside resources to provide additional SEL and mental health.

Counseling team meets with the administrator 3 times a week to monitor student wellness, attendance and engagement.

Counseling team has daily office hours for parents, students and staff.

*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	Decrease chronic absenteeism	9% (2020 HONUIT)	1%	Attendance	weekly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	12% (2020 HONUIT)	4%	Attendance	weekly
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	11% (2020 HONUIT)	2%	Attendance	weekly
June 2021	TK-5	Homeless/Foster	Decrease chronic absenteeism	31% (2019 Dashboard)	23%	Attendance	weekly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	24% (2020 HONUIT)	14%	Attendance	weekly
June 2021	TK-5	Black or African American	Decrease Suspension Rate	0% (2020 HONUIT)	0%	Suspension	monthly
June 2021	TK-5	Hispanic or Latino	Decrease Suspension Rate	1.3% (2020 HONUIT)	0%	Suspension	monthly

June 2021	TK-5	Students with Disabilities	Decrease Suspension Rate	3.7% (2020 HONUIT)	0%	Suspension	monthly
June 2021	TK-5	Homeless/Foster	Decrease Suspension Rate	3.1% (2019 Dashboard)	0%	Suspension	monthly
June 2021	TK-5	Socioeconomically Disadavantaged	Decrease Suspension Rate	1.5% (2019 Dashboard)	0%	Suspension	monthly

Counselor

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following subgroups**:** African American, English Learners, Hispanic, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged.

Note: Over 93.6% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Chronic Absenteeism:
The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will **decrease chronic absenteeism**. This will allow students to maximize their learning time and academic progress in class.
The Guidance Counselor and Assistant will support student attendance by:
- monitoring student attendance weekly
- targeted students with consecutive absences
- conduct home visits to offer supports they need to get students to school daily
- provide assistance with connecting families to outside services
- meet with parents and students to determine needs
- serve on Attendance Committee:
	- monthly meetings
	- review attendance data
	- create positive reinforcements for students to increase attendance
	- address issues families with chronic absenteeism are facing

Suspension Rate:
The Guidance Counselor and Guidance Assistant will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease **suspension rates**.
The Guidance Counselor and Assistant will:
- They conduct weekly home visits to ensure families receive the supports they need.

- The Guidance Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- The Guidance Counselor will collaborate with classroom teachers to provide whole class lessons on social-emotional well being, self-regulation, conflict resolution, anti-bullying, and how to take a break
- The Counselor and Assistant will conduct small group work on: positive play; positive problem solving; conflict resolution
- They will support classrooms with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups**:** Hispanic, African American, English Learners, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged

Parent Involvement:
The Guidance Counselor and Assistant will support the increase of Parent Involvement by fostering positive relationships between families, students and school. The Counselor will provide, or procure parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy. In addition, they will support teachers in parent meetings, Response to Instruction and Intervention Team Meetings, and parent conferences.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00931U	School Counselor	0.70000	$60,950.40	$87,880.40	0093-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Will support chronic absenteeism through whole group, small group interventions, parent meetings, home visits and community outreach to support a school consecutiveness and increase attendance.
F00931V	Guidance Asst	0.62500	$20,322.50	$45,655.80	0093-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant will work with Counselor on attendance and social emotional interventions. The GA will support and coordinate Restorative Justice Practices.
N009389	Supplies		$1,800.00	$1,800.00	0093-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to support the work of the Guidance Assistant and Counselor
N0093AW	Guidance/Attend Asst Hrly		$3,914.00	$5,197.40	0093-30100-00-2454-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance Assistant hourly to account for employee cost that is higher than the average used when budget planning.

*Additional Supports for this Strategy/Activity

Parent workshops will be conducted weekly and/or monthly dependent on offerings from district Family Engagement Department, DEEP partnership, and other available resources.

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.

- In-School Resource Teacher (RT)
- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions, participating in Response to Instruction and Intervention (RTI2) team meetings
- Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, Integrated and Designated ELD
- Did provide support for English Learners in acquiring English and accessing grade level content by
    - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
    - planning Tier 1 and Tier 2 instruction
    - Working directly with parents and ELAC.
    - working with teachers to Reclassify English Language Learners

*Major Differences

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

- In-School Resource Teacher (RT)
      - Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
      - Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
      - Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices
      - Participated in bot teacher coaching cycles at Kinder and 1st grade as well as CRLP leadership coaching
      - Did provide support for English Learners in acquiring English and accessing grade level content by
            - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
            - planning for Tier 1 and Tier 2 instruction
            - working directly with parents and ELAC.
            - working with teachers to Reclassify English Language Learners
            - planning for Integrated and Designated English Language Development
    Did not identify LTEL
    Did not collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs

*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-School Resource Teacher (RT)
      - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
      - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
      - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption,
      - will continue to provide support for English Learners in acquiring English and accessing grade-level content by
            - providing professional development of ELA/ELD Framework; Integrated and Designated ELD lessons
            - Providing Designated ELD to newcomers
            - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
            - plan Tier 1 and Tier 2 instruction
            - Work directly with parents and ELAC.
            - work with teachers to Reclassify English Language Learners

Will support PLCs in planning for Integrated and Designated English Language Development

Will identify LTEL

Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs

Visiting teachers will provide PLCs with 6 hours of release time monthly

- weekly 60 minutes of data analysis collaboration during online learning
- monthly 3 hours of data analysis and planning

Data will be monitored using:

- Basic Phonics Skills test in grades TK-2nd each trimester
- Fountas and Pinnell reading assessments in TK-2 each trimester
- Lexile levels through Achieve3000 monthly
- Reading skills through FAST aReading each trimester
- Grade-level SMART Goals every 6 weeks
- Yearly EPAC
- Yearly CAASPP

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	meet or exceed standards	32.9%	40%	CAASPP ELA	yearly
June 2021	4th	meet or exceed standards	38.7%	45%	CAASPP ELA	yearly
June 2021	5th	meet or exceed standards	48.1%	53%	CAASPP ELA	yearly

*Identified Need

In the 2018-189 school year, the data indicates 40.7% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight decrease of .7% in the area of ELA from 2018 to 2019 to 40%.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.

The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged.

Over 93.6% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

English Language Arts - all students

	2017	2018	2019
3rd grade	43.8%	33.3%	32.9%
4th grade	50.7%	44.6%	38.7%
5th grade	29.2%	43.2%	48.1%
total	41.4%	40.7%	40.0%

ELA Analysis:
- **3rd Grade:**

- 3rd grade has shown a decrease of 11% over the past 3 years from 43.8% to 32.0%

4th Grade:
- The 2017 3rd grade cohort made gains from 3rd to 4th grade with an increase of .8% .
- 4th grade has shown a decrease 12% the past 3 years.
- The 2018 3rd grades increased in 4th grade by 4.6%.

5th Grade:
- 5th grade has shown an increase of 18.9% over the past 3 years.
- As a chohort they increase 4.3% over 3 years.
- The 2017 4th grade cohort decreased by 7.5% from 4th to 5th grade.

English Language Arts: subgroups

Subgroups	2017	2018	2019
ELL	14.5%	18.8%	11.4%
SWD	7.3%	4.3%	13.1%
Hispanic	40.6%	39%	40%
African American	41%	23.1%	40%

Subgroups:

ELLs: Our English Learners have a decrease of 3.1% over the 3 years.

SWD: While they took a dip in 2018, we have an increase of 5.9% over the 3 years.

Hispanic: This has been the most consistent subgroup and makes up 78% of our population. The Two Way Dual Language students showed some of the strongest growth in the group.

African American: While there was a large dip in 2018 student made strong growth from 2018 to 2019.

Our 2019-20 data was derived from our district based assessment: FAST

FAST READING

FAST Level	2nd grade February	3rd grade June	4th grade February	5th grade February
College Pathway	16%	28%	17%	9%
Low Risk	36%	22%	18%	32%
Some Risk	11%	24%	37%	24%
High Risk	37%	26%	29%	35%

Second through fifth-grade teachers began utilizing the online FAST assessment and monitoring system in September of 2019 for ELA and Mathematics.

Due to COVID-19 and issues with internet connectivity, not all grades assessed students for end of year data.

Based on the June data for 3rd grade we would anticipate that 28% would have been College Pathway or at grade-level on the CASSP had it occurred in May 2020.

Based on February data and anticipating an increase of ten percentage points for 4th and 5th grade: 27% of 4th and 19% of 5th would have met the College Pathway.

*Online Learning Implications
Students in 2nd through 5th grade will take the FAST aReading assessment each semester.
The 3rd-5th grade students will have their lexile reding level monitored monthly.
The 2nd grade students will have their Fountas and Pinnell reading level and Basic Phonics Skill test administered to them each semester.
Our 3rd - 5th grade students utilize online intervention Achieve3000 for reading comprehension.
Our 2nd grade students utilize the online intervention SmartyAnts for reading foundational skills.
Students needing extra support are met with in small group settings via zoom with teacher, ed specialist, and or para educators.
Each grade-level PLC collaborates at least once a week in monitoring student growth and planning for instruction and intervention.
English Learner coordinator collaborated with teachers on both integrated and designated ELD lesson planning.
Ed specialists support students through UDL planning and co-teaching with classroom teachers.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	increase overall proficiency on CAASPP ELA	11.5%	20.35%	CAASPP ELA	yearly
June 2021	3-5	Black or African American	increase overall proficiency on CAASPP ELA	40%	46%	CAASPP ELA	yearly
June 2021	3-5	Hispanic or Latino	increase overall proficiency on CAASPP ELA	40.2%	46.2%	CAASPP ELA	yearly
June 2021	3-5	Students with Disabilities	increase overall proficiency on CAASPP ELA	12.5%	21.25%	CAASPP ELA	yearly
June 2021	3-5	Homeless/Foster	increase overall proficiency on CAASPP ELA	28.4%	35.56	CAASPP ELA	yearly

June 2021	3-5	Socioeconomically Disadvantaged	increase overall proficiency on CAASPP ELA	38.8%	44.92%	CAASPP ELA	yearly
June 2021	3-5	English Learner	Increase overall proficiency on FAST aReading	incomplete data for 2019-20	20.35%	FAST aReading	semester
June 2021	3-5	Black or African American	Increase overall proficiency on FAST aReading	incomplete data for 2019-20	46%	FAST aReading	semester
June 2021	3-5	Hispanic or Latino	Increase overall proficiency on FAST aReading	incomplete data for 2019-20	46.2%	FAST aReading	semester
June 2021	3-5	Students with Disabilities	Increase overall proficiency on FAST aReading	incomplete data for 2019-20	21.25%	FAST aReading	semester
June 2021	3-5	Homeless/Foster	Increase overall proficiency on FAST aReading	incomplete data for 2019-20	35.56%	FAST aReading	semester
June 2021	3-5	Socioeconomically Disadvantaged	Increase overall proficiency on FAST aReading	incomplete data for 2019-20	44.92%	FAST aReading	semester

In School Resource Teacher

*Students to be served by this Strategy/Activity

All students will be served by this strategy including English Language Learners, African American, Hispanic, Students with Disabilities, Homeless and socioeconomically disadvantaged.

*Strategy/Activity - Description

- In-School Resource Teacher (RT)
    - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
    - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
    - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, data analysis, and culturally responsive teaching
    - will continue to provide support for English Learners in acquiring English and accessing grade level content by
        - providing professional development of best practices and culturally responsive teaching

- Providing Designated ELD to newcomers
- working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- plan Tier 1 and Tier 2 instruction
- work directly with parents and ELAC.
- work with teachers to Reclassify English Language Learners

Will support PLCs in planning for Integrated and Designated English Language Development

Will identify LTEL

Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs

Visiting teachers will provide PLCs with 6 hours of release time monthly
- weekly 60 minute data analysis collaboration during online learning
- monthly 2.5 hours of data analysis and planning when on campus

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00931W	Inschool Resource Tchr	0.75000	$71,315.25	$101,542.64	0093-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Supports Tier 1 and Tier ll instruction by facilitating the ILT and PLC work. Coaches teachers in their planning process as well as co teaching implementation. In addition to these activities the RT provides professional development for the school team.

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students will be served by this strategy including English Language Learners, Hispanic, African American, Students with Disabilities, Homeless, and socioeconomically disadvantaged.

*Strategy/Activity - Description

PLC:

All certificated staff work in Professional Learning Communities.

They meet weekly to:

- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction
- engage in professional learning on best practices
- utilize Ed Specialist for Universal Design for Learning strategies

Visiting teachers are used to:

- provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes when on campus

- provide Visual and Performing Arts lessons so PLCs can meet for 2.5 hours to analyze data and plan Tier 1 and Tier 2 Instruction when on campus

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0093AV	Interprogram Svcs/VAPA		$25,240.00	$25,240.00	0093-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA teachers will provide ART instruction to support RT's facilitation of PLCs. As well as data driven planning for instruction and Tier l support.

Technology Support

*Students to be served by this Strategy/Activity

All students in grades 3rd - 5th will be served by this strategy including English Language Learners, Hispanic, African American, Homeless, Socioeconomically disadvantaged, and Students with Disabilities.

*Strategy/Activity - Description

Students in Tk-2nd grade receive online intervention through SmartyAnts for Reading Foundational Skills.
PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.
Students in grades 3rd-5th receive online intervention through Achieve3000 for reading comprehension.
PLCs use the data from the ongoing assessments in the program to inform instruction, intervention, and small group foci.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N009363	Software License		$18,625.00	$18,625.00	0093-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software Programs will provide reading intervention support to meet students where they are.

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.

- In-School Resource Teacher (RT)
    - Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
    - Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
    - Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices and engaging in math coaching cycle in 3rd and 4th grade
    - Did provide support for English Learners in acquiring English and accessing grade level content by
        - working with classroom teachers in their Professional Learning Communities (PLC) to analyze data, plan Tier 1 and Tier 2 instruction and supports for ELL

*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 was a change in the In-School Resource Teacher position leaving us without the support for two months in the fall of 2019. Once the position was filled the RT support student achievement and fulfilled the 2019-20 SPSA strategies listed below.
    - Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction

- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices for integrated ELD in content areas - Did provide support for English Learners in acquiring English and accessing grade level content by working with classroom teachers in their Professional Learning Communities (PLC) to analyze data and plan Tier 1 and Tier 2 instruction	

*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-School Resource Teacher will provide instructional support by developing and delivering professional development, facilitating the Instructional Leadership Team and Professional Learning Communities, planning and co-teaching with teachers.
PLCs will be supported in data analysis, lesson development, planning with UDL, determining Tier 2 interventions, and co-teaching.
As the English Learner Coordinator, RT will build teacher capacity through planning of integrated ELD for math content area.
RT will work alongside district math in supporting math instruction in grades 3rd-5th.
RT will work alongside Education Specialists in supporting Tier 1 and Tier 2 instruction through PLC planning using UDL.
Student achievement will be monitored using:
- district online program FAST aMath each trimester
- online STMath monthly
- grade-level SMART Goals every 6 weeks
- Yearly CAASPP

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	increase proficiency level on CAASPP	30.5%	37.45%	CAASPP Math	yearly
June 2021	4	increase proficiency level on CAASPP	30.7%	37.63%	CAASPP Math	yearly
June 2021	5	increase proficiency level on CAASPP	39%	45.1%	CAASPP Math	yearly
June 2021	3	increase proficiency level on FAST aMath	incomplete data 2020	37.45%	FAST aMath	semester

June 2021	4	increase proficiency level on FAST aMath	incomplete data 2020	37.63%	FAST aMath	semester
June 2021	5	increase proficiency level on FAST aMath	incomplete data 2020	45.1%	FAST aMath	semester

*Identified Need

The following data served as the basis for our goals: CA Dashboard of 2018-19 CAASPP, and district FAST assessment for 2019-20

Mathematics- all students

	2017	2018	2019
3rd grade	45.2%	20.9%	30.5%
4th grade	40.8%	47.4%	30.7%
5th grade	13.7%	14.7%	39%
total	33.3%	28%	33.5%

Math Analysis:

- **3rd Grade:**
  - The 3rd grade has shown a decrease of 14.7% over the past 3 years.
  - They did increase by 9.6% from 2018 to 2019.
  - The 2017 3rd grade cohort made gains from 3rd to 4th grade with an increase of 2.2%
  - The same cohort took a dip of 8.4% in 2019.

4th Grade:
  - The 4th grade has shown a decrease of 10.1% in the past 3 years.
  - The 2017 3rd grade cohort increased by 2.2% from 3rd to 4th grade.
  - The 2018 3rd grade cohort grew by 9.8% from 3rd to 4th grade.

5th Grade:
  - The 5th grade has shown an increase of 25.3% over the past 3 years.
  - They increased by 24.3% from 2018 to 2019.
  - As a chohort they decreased by 6.2% over 3 years.

Math - subgroups

	2017	**2018**	**2019**
ELL	13.6%	15.5%	20%
SWD	7.5%	4.3%	7.9%
Hispanic	35%	32.9%	35.5%
African American	5.9%	7.1%	20%

Subgroups:

ELLs: Our English Learners have an increase of 6.4% over the 3 years.

SWD: While they took a dip in 2018, we have an increase of .4% over the 3 years.

Hispanic: This has been the most consistent subgroup and makes up 78% of our population. They have an increase of .5 over the 3 years.

African American: There was a small increase in 2018 of 1.2% but a huge jump in 2019 with a 12.9% increase

FAST MATH

FAST Level	2nd grade February	3rd grade June	4th grade February	5th grade February
College Pathway	14%	24%	18%	14%
Low Risk	28%	30%	21%	20%
Some Risk	23%	14%	32%	40%
High Risk	35%	32%	29%	27%

Second through fifth-grade teachers began utilizing the online FAST assessment and monitoring system in September of 2019 for ELA and Mathematics.

Due to COVID-19 and issues with internet connectivity, not all grades assessed students for end of year data.

Based on the June data for 3rd grade we would anticipate that 24% would have been College Pathway or at grade-level on the CASSP had it occurred in May 2020.

Based on February data and anticipating a increase of ten percentage points for 4th and 5th grade: 28% of 4th and 24% of 5th would have met the College Pathway.

*Online Learning Implications

All student receive daily synchronous instruction in mathematics.

All students have access to online intervention STMath.

Grade-level PLCs collaborate on planning and best practices for online math instruction.

All students received their math text book for hands on learning.

Teachers monitor student work via SEESAW, Google classroom and STMath.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	increase proficiency level on CAASPP	20%	28%	CAASPP Math	yearly
June 2021	3-5	Students with Disabilities	increase proficiency level on CAASPP	7.5%	16.75%	CAASPP Math	yearly

June 2021	3-5	Hispanic or Latino	increase proficiency level on CAASPP	35.4%	41.86%	CAASPP Math	yearly
June 2021	3-5	Black or African American	increase proficiency level on CAASPP	20%	28%	CAASPP Math	yearly
June 2021	3-5	Homeless/Foster	increase proficiency level on CAASPP	28.6%	35.74%	CAASPP Math	yearly
June 2021	3-5	Socioeconomically Disadavantaged	increase proficiency level on CAASPP	32.7%	39.43%	CAASPP Math	yearly
June 2021	3-5	English Learner	increase proficiency level on FAST aMath	*Incomplete data	28%	FAST aMath	semester
June 2021	3-5	Students with Disabilities	increase proficiency level on FAST aMath	*Incomplete data	16.75%	FAST aMath	semester
June 2021	3-5	Hispanic or Latino	increase proficiency level on FAST aMath	*Incomplete data	41.86%	FAST aMath	semester
June 2021	3-5	Homeless/Foster	increase proficiency level on FAST aMath	*Incomplete data	35.74%	FAST aMath	semester
June 2021	3-5	Black or African American	increase proficiency level on FAST aMath	*Incomplete data	28%	FAST aMath	semester
June 2021	3-5	Socioeconomically Disadavantaged	increase proficiency level on FAST aMath	*Incomplete data	39.43%	FAST aMath	semester

In School Resource Teacher

*Students to be served by this Strategy/Activity

All students will be served with this strategy including English Language Learners, Hispanic, African American, Students with Disabilities, Homeless and Socioeconomically Disadvantaged.

*Strategy/Activity - Description

In-School Resource Teacher (RT)

- will support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- will support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- will build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, and planning for Tier 1 & 2
- provide support for English Learners in acquiring English and accessing grade level content by
       - Providing Designated ELD to newcomers
       - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
       - plan Tier 1 and Tier 2 instruction using integrated ELD strategies
Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs
- Visiting teachers will provide PLCs with 6 hours of release time monthly
       - weekly 60 minute data analysis collaboration
       - monthly 3.0 hours of data analysis and planning upon full return to campus

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0093-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F00931W	Supports Tier 1 and Tier ll instruction by facilitating the ILT and PLC work. Coaches teachers in their planning process as well as co teaching implementation. In addition to these activities, the RT provides professional development for the school team.

*Additional Supports for this Strategy/Activity

PLC:
All certificated staff work in Professional Learning Communities.
They meet weekly to:
- create common formative assessments across grade-levels
- analyze data
- use data to plan instruction.
Visiting teachers are used when on campus to:
- provide PE instruction every other week so PLCs can meet for data analysis for 60 minutes
- provide Visual and Performing Arts lessons so PLCs can meet for 3 hours to analyze data and plan Ties 1 and Tier 2 Instruction

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.

- In-School Resource Teacher (RT)
- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption, Designated ELD and Integrated ELD instruction
- Did provide support for English Learners in acquiring English and accessing grade-level content by
- working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- planning Tier 1 and Tier 2 instruction
- working directly with parents and ELAC.
- working with teachers to Reclassify English Language Learners
As a result, we reclassified 14/16 or 87.5% of eligible students in 2019-20

*Major Differences

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

- In-School Resource Teacher did change and the site went without the support for more than two months in the fall of 2019.
- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Did build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption, Designated and Integrated ELD
- Did provide support for English Learners in acquiring English and accessing grade level content by
  - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
  - plan Tier 1 and Tier 2 instruction
  - work directly with parents and ELAC.
  - work with teachers to Reclassify English Language Learners
  Did not identify LTEL
  Did not collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs

*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-School Resource Teacher (RT)
  - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
  - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
  - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices
  - will continue to provide support for English Learners in acquiring English and accessing grade level content by
    - providing Designated ELD to newcomers
    - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
    - planning Tier 1 and Tier 2 instruction
    - working directly with parents and ELAC.
    - working with teachers to Reclassify English Language Learners

Will support PLCs in planning for Integrated and Designated English Language Development

Will support PLCs in planning for Integrated and Designated English Language Development

Will identify LTEL

Will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at-risk LTELs

will provide small group instruction to newcomers and LTEL

Visiting teachers will provide PLCs with 6 hours of release time monthly once we return to campus

- weekly 60 minute data analysis collaboration meetings

- monthly 3 hours of data analysis and planning when on campus

Data will be collected through ELA assessments: FAST, Achieve3000, SmartyAnts, Fountas & Pinnell Reading Assessment, BPST-IV, CAASPP, ELPAC

*Integrated English Language Development

- All teachers received professional development:

- ELA/ELD Framework

- Integrated vs Designated ELD

- Integrated instructional strategies and planning

- Designated instructional strategies and planning

Our new ELA curriculum has Integrated ELD lessons daily.

- The program includes strategies for teachers to use daily for integrated ELD.

- Instruction to support newcomers

- Instructional routines for ELLs

- Strategies for Long Term ELLs

English Learners will be closely monitored for growth on assessments: FAST, Achieve300, SmartyAnts, BPST-IV

During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.

- Support will be provided by the Resource Teacher

Principal will conduct focused instructional walkthroughs during all content areas to ensure integrated ELD occurs daily.

*Designated English Language Development

- All teachers received professional development:

- ELA/ELD Framework

- Integrated vs Designated ELD

- Designated instructional strategies and planning

- Instructional routines for ELLs

Our new ELA curriculum has Designated ELD lessons daily.

- The program includes strategies for teachers to use daily for designated ELD.

- Designated ELD is on the master schedule.

- The Teachers will utilize the district focused ELD bundles alongside the Benchmark curriculum to plan for Designated ELD.

- Teachers will provide daily Designated ELD as indicated on Master Schedule.

English Learners will be closely monitored for growth on assessments: FAST, Achieve3000, SmartyAnts, BPST-IV, CAASPP, ELPAC

During grade level collaborations, the agenda will include time for discussion about and planning for designated ELD

Principal will conduct focused instructional walkthroughs during designated ELD.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	increase in proficiency level	11.5%	20.35%	CAASPP ELA	yearly
June 2021	3-5	English Learner	increase in proficiency level	20%	28%	CAASPP Math	yearly

*Identified Need

Encanto's root cause analysis involved examining data from 2018-19 CAASPP, the California Dashboard, site data; and a review of the 2019-20 SPSA.

English Language Arts - all students

	2017	2018	2019
3rd grade	43.8%	33.3%	32.9%
4th grade	50.7%	44.6%	38.7%
5th grade	29.2%	43.2%	48.1%
total	41.4%	40.7%	40.0%

English Language Arts: subgroups

Subgroups	2017	2018	2019
ELL	14.5%	18.8%	11.4%

ELLs: Our English Learners have a decrease of 3.1% over the 3 years.

Mathematics- all students

	2017	2018	2019
3rd grade	45.2%	20.9%	30.5%
4th grade	40.8%	47.4%	30.7%
5th grade	13.7%	14.7%	39%
total	33.3%	28%	33.5%

Math - subgroups

	2017	**2018**	**2019**
ELL	13.6%	15.5%	20%

Subgroups:

ELLs: Our English Learners have an increase of 6.4% over the 3 years.

*Online Learning Implications

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

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

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

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

*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	reclassify	87.5%	90%	Summative ELPAC	annually

In School Resource Teacher

*Students to be served by this Strategy/Activity

All English Language Learners will be served by this strategy.

*Strategy/Activity - Description

Inschool resource teacher will support PLCs in planning for both designated and integrated ELD lesson.

Inschool resource teacher will plan and facilitate professional development on the culturally responsive teaching strategies.

Inschool resource teacher will provide small group instruction to ELL including but not limited to newcomers and LTEL.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00931X	Inschool Resource Tchr	0.25000	$23,771.75	$33,847.55	0093-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		EL coordinator to track LTEL data, reclassification, and facilitates LPAC testing, and supports teachers with integrated and designated instructions as well as new comer interventions.
N00931Y	Retired Clsrm Teacher Hrly		$12,266.00	$15,000.09	0093-09800-00-1189-2100-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Implements ELPAC assessments.
N00937D	Supplies		$16,878.00	$16,878.00	0093-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supports the implementation of designated and integrated ELD instruction as well as supports for all other English Learners.

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 2019-20 Encanto participated in the district Lighthouse program for SWD.
A team of 4 ed specialists, 6 classroom teachers, 1 SLP, 1 psychologist and 1 administrator attended an institute on inclusive practices and co-teaching models.
In 2019 the 2nd-grade team participated in a 5-week coaching cycle on co-teaching in reading foundational skills.
Reading data analyzed using growth in reading levels from November to March show:
- 93% of students increased 1 or more reading levels
- 45% increased 3 levels or more
In January of 2020 the 4th-grade team participated in a 5-week coaching cycle on co-teaching in math.
- SMART Goal pre-assessment data had 94% of 4th graders not approaching standard and only 6% approaching.
- SMART Goal post-assessment data after 4 weeks of instruction had a decrease to 44% not approaching standard; an increase to 28% approaching; an increase to 25% meeting standard
In March 2020 the 1st-grade team began a coaching cycle that was cut short due to COVID-19.

*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 we were unable to complete the 1st-grade coaching cycle.

Due to an increase in enrollment in M/S classroom including multiple students requiring one-on-one or two-person assistance, M/S teacher was unable to participate in coaching cycle.

*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 online learning, 3/4 ed specialists are co-teaching with one or more teachers. The SLP co-teaches in both general education and M/S classrooms Para educators are receiving more professional learning opportunities and real-time coaching. Para educators are providing more academic support than behavioral support. Ed Specialists participate in all PLC collaborations and professional development. Ed Specialists support all teachers with planning using UDL Strategies.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	make 1 years growth in reading on FAST aReading assessment	incomplete data	21.25%	Other (Describe in Objective)	yearly
June 2021	3-5	make 1 years growth in Math on FAST aMath assessment	incomplete data	16.75%	Other (Describe in Objective)	yearly
June 2021	3-5	80% or more will meet IEP goals	baseline year	0%	Progress Reports on IEP Goals	yearly

*Identified Need

Encanto's root cause analysis involved examining data from 2018-19 CAASPP, the California Dashboard, site data; and a review of the 2019-20 SPSA.

English Language Arts: subgroups

Subgroups	2017	2018	2019
SWD	7.3%	4.3%	13.1%

Subgroups:.

SWD: While they took a dip in 2018, we have an increase of 5.9% over the 3 years.

Math - subgroups

	2017	**2018**	**2019**
SWD	7.5%	4.3%	7.9%

Subgroups:

SWD: While they took a dip in 2018, we have an increase of .4% over the 3 years.

*Online Learning Implications

Ed Specialists are co-teaching during synchronous learning during online instruction.

Ed Specialists and para educators are working with small groups of students during synchronous learning during online learning.

Ed Specialist support all teachers in creating lessons with UDL appropriate to online learning.

SLP is co-teaching during synchronous online learning.

SLP is providing small group and individual lessons via video conferencing.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	make 1 years growth in reading on FAST aReading assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Black or African American	make 1 years growth in reading on FAST aReading assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Hispanic or Latino	make 1 years growth in reading on FAST aReading assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Homeless/Foster	make 1 years growth in reading on FAST aReading assessment	incomplete data	75%	Other (Describe in Objective)	trimester

June 2021	3-5	Socioeconomically Disadavantaged	make 1 years growth in reading on FAST aReading assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	English Learner	make 1 years growth in reading on FAST aMath assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Black or African American	make 1 years growth in reading on FAST aMath assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Hispanic or Latino	make 1 years growth in reading on FAST aMath assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Homeless/Foster	make 1 years growth in reading on FAST aMath assessment	incomplete data	75%	Other (Describe in Objective)	trimester
June 2021	3-5	Socioeconomically Disadavantaged	make 1 years growth in reading on FAST aMath assessment	incomplete data	75%	Other (Describe in Objective)	trimester

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students with IEPs will be served by this strategy including English Language Learners, Hispanic, African American, Homeless and Socioeconomic disadvantaged.

*Strategy/Activity - Description

Education specialists will collaborate with all grade-level PLCs on UDL planning.
Ed specialists, teachers, and para educators will co-plan and co-teach core lessons.
Para educators will be provided training on small group instruction.
All Ed Specialists and para educators will participate in professional development on culturally resonsive teaching practices.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N009377	Prof&Curriclm Dev Vist Tchr		$13,738.00	$16,800.20	0093-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Visiting Teachers will support Ed Specialists to participate in PLCs to plan lessons using Universal Design.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	decrease in school suspension rates	4%	0%	Suspensions (Classroom and School)	monthly
June 2021	TK-5	Black Youth	decrease out of school suspension rates	7%	0%	Suspensions (Classroom and School)	monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Encanto Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Encanto will develop and implement a site-specific system for tracking classroom referrals.
3. Encanto 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. Encanto 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, Encanto will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Encanto is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Our Black youth did not meet their potential or the high expectations we have for them.

CA DASHBOARD:

English Language Arts Proficiency:

2017	2018	2019
41.2%	23.5%	40%

Mathematics Proficiency:

2017	**2018**	**2019**
5%	5.6%	20%

District Monitoring HOONUIT:

Chronic Absenteeism

2018	**2019**	**2020**
28%	36%	11%

Referral and Suspension

Number of:	**2017**	**2018**	**2019**
Referrals	23	56	3
In School Suspension	0	2	0
Out of School Suspension	5	4	0

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.

*Online Learning Implications

All staff are participating in year-long professional learning on racism, social justice and culturally responsive teaching.
Monthly professional learning for all certificated and classified staff on CRT.
Equity Leadership Team is participating in a year long coaching cycle with Youth Advocacy resource teachers.
Staff, parents and students will complete an online survey of racism and inequity on campus to inform next steps.
Counseling department is supporting all classrooms during synchronous learning.
Counseling department has daily office hours for students, parents and staff.

Equity Leadership Team

*Students to be served by this Strategy/Activity

Our Black youth will be served by this strategy as well as all other students including Hispanic, Multi Race, and dual identified students.

*Strategy/Activity - Description

The Equity Leadership Team (ELT) meets monthly to plan professional learning with Youth Advocacy resource teachers. All staff participates in monthly professional learning on racism, social justice, equity and culturally responsive teaching.
The ELT is participating in a year long coaching cycle with YA resource teachers so they can continue to lead the work.

The ELT led staff in book studies on racism, culturally responsive teaching and accurate Black history. Book studies will continue throughout the year. Staff, parents and students will be surveyed on racism, inequity, and campus inclusivity. The results will be used in planning next steps towards being an inclusive, equitable and socially just school.

*Proposed Expenditures for this Strategy/Activity

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

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.

Through our partnerships with Diamond Educational Excellence Partnership (DDEP) and Family Engagement Department, we offered numerous opportunities for parents to attend family workshops throughout the year:
- Early Childhood Behavior - 12 week workshop
- 3 week Positive Parenting workshop
- 4 workshops on health
- 8 workshops covering family needs such as:
    - Medi-Cal, Covered California 101 - How to access and utilize benefits
    - Community Resources 101 - Housing, food, social support and other socioeconomic assistance
    - Diet and nutrition
    - Exercise
    - Diffusing stress, anxiety and relaxation techniques
    - Sugar
    - Weight management
    - Childhood Health

All of the workshops planned through our partnership with DEEP occurred between September 2019 and March 2020.
In addition the Family Engagement Department has held:
- Monthly family workshops on math
- Health workshops through Jewish Community center

*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.

Differences:
Parenting classes and workshops halted during COVID-19.

*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.

We will conduct a survey for best days and times for parents to attend.
Utilize own counseling department for wellness meetings.
Continue partnerships with DEEP and try classes in online format.
Partner with UCSD for Pantry Nutrition Program and online health classes.
Goal to have 100% of parents meet with teacher at least one time for parent conferences as measured by CA Parent Survey.
Goal to have 80% of parents attend one site event or general meeting as measured by CA Parent Survey.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
February 2021	Other (Describe in Objective)	Parents will attend parent teacher conference.	91%	100%	CAL - SCHLS (CSPS)
February 2021	Foundation	parents will attend at least one fundraiser	57%	75%	CAL - SCHLS (CSPS)
February 2021	SSC	SSC members will attend all meetings.	70%	100%	CAL - SCHLS (CSPS)

*Identified Need

Based on the 2018-19 CA Parent Survey:
- 75% of parents attended a school event
- 35% of parents volunteered
- 57% of parents attended a fundraising event
- 91% of parents attended a parent-teacher conference

We believe the home-school relationship is an integral component of increasing student achievement. A collaboration between families and schools strengthens the school climate, social emotional well being of all stakeholders, and ultimately results in improved student outcomes.

*Online Learning Implications

During online learning we are conducting all stakeholder meetings via zoom video conferencing.
Meets are public and announce via school website and school dojo application.

Meetings include but are not limited to:
- Counseling workshops weekly
- SSC monthly
- Coffee with the Principal Monthly
- Twice yearly parent-teacher conferences
- Virtual Back to School Night in September
- Title 1 Parent Meeting
- UCSD nutrition classes

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	attend academic conference	91%	100%	Meeting Attendance
June 2021	Other (Describe in Objective)	attend academic workshop	75%	90%	Meeting Attendance

Parent Workshops

*Families to be served by this Strategy/Activity

All families will be served by these strategies including families of students who are English Language Learners, Hispanic, African American, Homeless, Students with Disabilities, and Socioeconomically disadvantaged.

*Strategy/Activity - Description

Through our partnerships with Diamond Educational Excellence Partnership (DDEP) and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year once we return to campus.
- Early Childhood Behavior - 12-week workshop
- 3-week Positive Parenting workshop
- 4 workshops on health
- 8 workshops covering family needs such as:
  - Medi-Cal, Covered California 101 - How to access and utilize benefits
  - Community Resources 101 - Housing, food, social support and other socioeconomic assistance
  - Diet and nutrition
  - Exercise
  - Diffusing stress, anxiety and relaxation techniques
  - Sugar
  - Weight management
  - Childhood Health
  - Pediatric Behavioral health

During online learning, we will continue to look for online opportunities for parents including but not limited to:
  - conducting all stakeholder meetings via zoom video conferencing.
  - Counseling workshops weekly
  - SSC monthly
  - Coffee with the Principal Monthly
  - Twice yearly parent-teacher conferences
  - Virtual Back to School Night in September
  - Title 1 Parent Meeting
  - UCSD nutrition classes

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0093V	Other Support Prsnl PARAS Hrly		$685.00	$909.61	0093-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		The intent of this expenditure was to support families with childcare during parent workshops and parent meetings. Due to the implementation of online learning this expenditure will be adjusted with transfers to an area of need.
N00933T	Inservice supplies		$1,750.00	$1,750.00	0093-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Intent of this expenditure was to support parent workshops with light refreshments and supplies. This expenditure will be adjusted using transfers due to the implementation of online learning and online parent workshops.
N0093AX	Tech Professional OTBS Hrly		$339.00	$450.15	0093-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Interpretation will be used during online parent workshops/meetings.

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.

2019-20 Goals:
By June 2020, at least 28% of 3rd graders will meet or exceed year ending lexile reading goal.
By June 2020, at least 36% of 5th graders will meet or exceed year ending lexile reading goal.
Analysis:
We did not meet either goal.
- 21% of 3rd grade students met their lexile level
- 5th grade students did not all take final assessment due to school closure
Curriculum and Instructional Resource Teacher overseeing:
- Professional Learning Communities met weekly collaboration through March 13, 2020 to
    - Common formative assessments
    - Data analysis
    - Response to Instruction
Professional Learning Communities met monthly collaboration for:
    - Lesson planning
    - Student monitoring
3rd grade-level met weekly and coordinated response to instruction and Intervention
students not achieving were brought to monthly student study team meetings

- 3rd grade –Six week SMART goals were used to monitor achievement and plan for instruction and intervention through March 13, 2020
- Teaching and learning was aligned to the 3rd grade CCSS. and benchmark curriculum
- During weekly PLC time teachers met to monitor, evaluate, and adjust curriculum to ensure that students are meeting CCSS.
- PLC student monitoring weekly
- Monitoring of lexile levels occurred each month

*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 schools closed on March 13, 2020. Instruction and interventions were interrupted. Staff and students struggled with online learning due to: lack of internet connectivity, loss of hone, income and loved ones.

*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. 1. All 3rd grade teachers provide whole and small group synchronous lessons. 2. All students have access to both SMARTYAnts online intervention for reading foundational skills, and Achieve3000 online intervention for reading comprehension. 3. Ed specialist co-teaches alongside classroom teacher in order to provide additional support for all students struggling to access content. 4. ed specialists collaborate with teachers on planning using UDL. 5. All ELL receive daily designated and integrated ELD.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	meet proficiency level on ELA CAASSP	32.9%	40%	CAASPP ELA	yearly
June 2021	4th	meet proficiency level on ELA CAASSP	38.7%	45%	CAASPP ELA	yearly
June 2021	5th	meet proficiency level on ELA CAASSP	48.1%	53%	CAASPP ELA	yearly

*Identified Need

In the 2019 school year, the data indicates 40% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight decrease of .7% in the area of ELA from 2018 to 2019 to 40%. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 93% of Encanto's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

English Language Arts - all students

	2017	2018	2019
3rd grade	43.8%	33.3%	32.9%
4th grade	50.7%	44.6%	38.7%
5th grade	29.2%	43.2%	48.1%
total	41.4%	40.7%	40.0%

ELA Analysis:
- **3rd Grade:**
    - 3rd grade has shown a decrease of 11% over the past 3 years from 43.8% to 32.0%

4th Grade:
   - The 2017 3rd grade cohort made gains from 3rd to 4th grade with an increase of .8% .
   - 4th grade has shown a decrease 12% the past 3 years.
   - The 2018 3rd grades increased in 4th grade by 4.6%.

5th Grade:
   - 5th grade has shown an increase of 18.9% over the past 3 years.
   - As a chohort they increase 4.3% over 3 years.
   - The 2017 4th grade cohort decreased by 7.5% from 4th to 5th grade.

English Language Arts: subgroups

Subgroups	2017	2018	2019
ELL	14.5%	18.8%	11.4%
SWD	7.3%	4.3%	13.1%
Hispanic	40.6%	39%	40%
African American	41%	23.1%	40%

Subgroups:
ELLs: Our English Learners have a decrease of 3.1% over the 3 years.
SWD: While they took a dip in 2018, we have an increase of 5.9% over the 3 years.
Hispanic: This has been the most consistent subgroup and makes up 78% of our population. The Two Way Dual Language students showed some of the strongest growth in the group.
African American: While there was a large dip in 2018 student made strong growth from 2018 to 2019.

*Online Learning Implications
1. All 3rd grade teachers provide whole and small group synchronous lessons.
2. All students have access to both SMARTYAnts online intervention for reading foundational skills, and Achieve3000 online intervention for reading comprehension.
3. Ed specialist co-teaches alongside classroom teacher in order to provide additional support for all students struggling to access content.
4. Ed specialists collaborate with teachers on planning using UDL.
5. All ELL receive daily designated and integrated ELD.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5th grade	English Learner	meet ELA proficiency	11.5%	20.35%	CAASPP ELA	yearly
June 2021	3-5th grade	Students with Disabilities	meet ELA proficiency	12.5%	21.25%	CAASPP ELA	yearly
June 2021	3-5th grade	Hispanic or Latino	meet ELA proficiency	40.2%	46.2%	CAASPP ELA	yearly
June 2021	3-5th grade	Black or African American	meet ELA proficiency	40%	21.25%	CAASPP ELA	yearly
June 2021	3-5th grade	Homeless/Foster	meet ELA proficiency	28.4%	35.56%	CAASPP ELA	yearly
June 2021	3-5th grade	Socioeconomically Disadvantaged	meet ELA proficiency	38.8%	44.92%	CAASPP ELA	yearly

In School Resource Teacher

*Students to be served by this Strategy/Activity
All students will be served by this strategy including 3rd grade students who are: English Language Learners, Hispanic, African American, Homeless, Socioeconomically Disadvantaged and Students with Disabilities.

*Strategy/Activity - Description
- In-School Resource Teacher (RT)

- support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption,

	- provide support for English Learners in acquiring English and accessing grade level content by
	    - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
	    - planning Tier 1 and Tier 2 instruction

*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 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

Instructional Content, Pedagogy and Engagement

The administrator ensures that all teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Learning and Language Objectives from Robert Marzano: Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work
- Eric Jensens Engaging Students of Poverty
- Robert Marzano's The Highly Engaged Classroom

The administrator creates a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice. The administrator conducts daily classroom observations in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning. The administrator knows students' learning needs and can recognize if instruction is impacting learning. The administrator conducts daily classroom observations in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- Daily walkthroughs of principal
- Coaching cycle walkthroughs using Robert Marzano Coaching Classroom Instruction

The administrator knows students' learning needs and can recognize if instruction is impacting learning.
- Student monitoring meetings
- PLC data review
- Student work calibration

Monitoring Student Learning and Providing Support

The administrator develops a comprehensive assessment system and leads three- to six-week data cycles using SMART Goals in ELA and Math in an effort to closely monitor student mastery of standards throughout the year. The administrator uses common formative and summative assessment data to lead teacher teams (PLC's) in designing effective lessons and targeted interventions based on student needs. The administrator ensures that reteach and reassessment opportunities are provided to students. The administrator ensures the implementation of multi-tiered supports that match student needs.
- 4-6 week SMART Goals in ELA and Math
- Common formative assessments created by grade-level PLCs, Benchmark Interim Assessments for summative assessments

- Small group instruction for struggling students
- Education Specialists collaborate with PLCs to assist with planning for differentiation using Universal Design for Learning

Targeted Professional Learning and Implementation

The administrator focuses on creating a collaborative risk-taking environment for teachers and students. The administrator uses data from classroom observations and common assessments to inform professional learning opportunities. The administrator knows their teachers' practice well and develops multiple and differentiated professional learning opportunities grounded in current research and based students' needs. The administrator leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

- Monthly staff PD will focus on creating an inclusive learning environment free of racism and has culturally responsive teaching practices.
        - The Equity Leadership Team will participate in a year-long coaching cycle with resource teachers from Youth Advocacy.
        - All staff participates in monthly 2-hour professional learning sessions on racism, inequities in schools, and culturally responsive teaching
        practices.

Kindergarten and 1st grade teachers are receiving additional coaching through CA Reading and Literacy Project (CRLP) on Reading Foundational Skills to strengthen their Tier 1 instruction

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Encanto Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 180,577
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 371,577

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)	$89,680
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $89,680

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)	$101,151
[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): $ 101,151

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $371,577

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Encanto Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.2500	$ 23,771.75
		Inschool Resource Tchr	3000			$ 10,075.80
			1189	Retired Clsrm Teacher Hrly		$ 12,266.00
			1192	Prof&Curriclm Dev Vist Tchr		$ 13,738.00
			3000			$ 5,796.29
			4301	Supplies		$ 16,878.00
			5841	Software License		$ 18,625.00
	09800 LCFF Intervention Support Total				**0.2500**	**$ 101,150.84**
	30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.6250	$ 20,322.50
		Guidance Asst	3000			$ 25,333.30
		Inschool Resource Tchr	1109	Pull/Out Push In	0.7500	$ 71,315.25
		Inschool Resource Tchr	3000			$ 30,227.39
			2454	Guidance/Attend Asst Hrly		$ 3,914.00
			3000			$ 1,283.40
			5738	Interprogram Svcs/VAPA		$ 25,240.00
	30100 Title I Basic Program Total				**1.3750**	**$ 177,635.84**
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		$ 685.00
			2455	Tech Professional OTBS Hrly		$ 339.00
			3000			$ 335.76
			4304	Inservice supplies		$ 1,750.00
	30103 Title I Parent Involvement Total					**$ 3,109.76**
	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.7000	$ 60,950.40
		School Counselor	3000			$ 26,930.00
			4301	Supplies		$ 1,800.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.7000**	**$ 89,680.40**
Grand Total					**2.3250**	**$ 371,576.84**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Encanto Elementary
TITLE I PARENT & 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.

Encanto Elementary has developed a written Title I parent & family engagement policy with input from Title I parents.
- Monthly Coffee with the Principal
- Monthly SSC with public comment at the beginning of each meeting
- ELAC meetings a minimum of four times a year
- Monthly SGT meetings
- Monthly Foundation meetings

It has distributed the policy to parents of Title I students.
- Emailed to parents due to COVID-19 campus closure
- Posted on District Website
- Title 1 Parent Meeting
- SSC Meeting
- ELAC Meeting
- SGT Meeting

This policy describes the means for carrying out designated Title I, 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 the policy is 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])?

Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Emailed to parents via Parent Portal due to COVID-19 campus closure
Posted on school Website
Title 1 Parent Meeting in October 2020
SSC Meeting
ELAC Meeting
SGT Meeting
Translated into Spanish
Interpretation provided at Title 1 meeting

The policy is made available to the local community via our school website: https://www.encanto.sandiegounified.org/

The policy is updated periodically to meet the changing needs of parents and the school during monthly SSC meetings based on input from stakeholders from:

Monthly Coffee with the Principal

Monthly SSC meeting with public comment at the start of each meeting

ELAC meetings four times a year

Monthly SGT meetings

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

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

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Curriculum Night: Teachers proved an overview of grade-level standards, curriculum, and assessment

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

Coffee with the Principal

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Curriculum Night

Parenting Classes

Parent Teacher Conferences

Academic Workshops

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Staff Meetings and Professional Development on Safe and Collaborative Schools

Annual Review of CA School Parent Survey

ELAC Meetings four times a year

Monthly Coffee with the Principal

Monthly Foundation meetings

Monthly SSC Meetings

Monthly SGT Meetings a year

Positive Behavior Intervention Team (PBIS)

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parent Room (when on campus)

Foundation Meetings and Events

Parent Classes

Academic Workshops

Wellness Wednesdays with the Counselor

Family Friday

Monthly Attendance Assembly (when on campus)

Honor Roll each semester

Field Trips (when on campus)

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:

October 22, 2020 at 12:00 p.m. and 4:00 p.m. via Zoom Meeting ID: 891 5539 3031

Password: 649485

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:

The school will offer the meetings at times when parents are available as expressed by parents during Coffee with the principal in September. October 22, 2020 at 12:00 p.m. and 4:00 p.m.

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?

The school involves parents through:

Monthly Coffee with the Principal

Monthly SSC with public comment at the beginning of each meeting

ELAC meetings a minimum of four times a year

Monthly SGT meetings

Monthly Foundation meetings

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?

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs through:

EdConnect phone messages in English and Spanish

School and Class Dojo App

School Website

SEESAW, Google Classroom, Google Voice

Fliers (when on campus instruction occurs)

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?

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 through:

Curriculum Night: Teachers proved an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

Counseling conferences upon request

Parent Academic Workshops

Monthly Family Fridays

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

Coffee with the Principal: attendees review monthly, curriculum, and assessment outcomes

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?

The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may request a meeting with the teacher via phone call, class dojo and email during campus closure. In addition, parents have the opportunity to participate in or serve on various stakeholder committees such as:

SSC

SGT

ELAC

Foundation

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

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Curriculum Night: Teachers proved an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Academic workshops

Conferences with teacher, counselor or resource teacher upon request

Books sent home with all students

Shared resources through:

    Academic websites: Achieve3000, SmartyAnts, STMath

    School Website

    Classroom Online Platforms: Seesaw and Google Classrooms

    Class Dojo, SEESAW, Google Classroom

    Coffee with the Principal

    Family Fridays

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Parent – teacher Conferences twice a year and upon request

ELAC Meetings a year

Monthly Coffee with the Principal

Monthly Foundation meetings

Monthly SSC Meetings

Monthly SGT Meetings

Weekly Counseling Workshops

Counseling Center for parent and family outreach

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

When campus is reopened:

Parent Room (when campus reopens)

Classroom or Campus Volunteer program

Everyone a Reader Program

Monthly Family Friday

Wellness Center

Honor Roll by trimester

Monthly Attendance Assemblies

Counseling Center

Partnerships for Social Emotional and Mental Health Counseling through SAY San Diego

Partnerships for Social Emotional and Mental Health Counseling through SDSU

DEEP: parenting classes, reading classes, and 1,000 Books before Kindergarten

UCSD Wellness Canter: Nutrition Pantry Program

Backpacks4Kids program

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When campus is reopened:

Parent Room (when campus reopens)

Classroom or Campus Volunteer program

Everyone a Reader Program

Monthly Family Friday

Wellness Center

Honor Roll by trimester

Monthly Attendance Assemblies

Counseling Center

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

All communication provided in English and Spanish and other languages as needed

Communication provided in both written and spoken English and Spanish

Interpretation provided for meetings

Accessibility to all meeting rooms

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent input throughout the year is shared at monthly SSC meetings for input on changes to SPSA .

This policy was adopted by Encanto Elementary on September 30, 2020 and will be in effect for the period of the 2020-21 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 30, 2020

Audra Mandler, Principal

Signature of authorized official here

/Audra Mandler/

September 30, 2020

APPENDIX C

SCHOOL PARENT COMPACT

Encanto Elementary
TITLE 1 SCHOOL PARENT COMPACT
YEAR 2020-21

This School Parent Compact is in effect year 2020-21

Encanto Elementary distributes to parents and family members of Title I, Part A students, 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 Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility is to provide high-quality curriculum and instruction. The parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Encanto provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Curriculum Night: Teachers proved an overview of grade-level standards, curriculum, and assessment
- Twice yearly parent-teacher conferences
- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes

- Coffee with the Principal
- Communication with parents regarding student achievement

Encanto engages Title I, Part A 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 Title I, Part A 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 (ESSA Section 1116[e][1]) in which ways?
- Parent – Teacher Conferences twice yearly and upon request of parent or teacher
- Parent Workshops
  - Parenting Classes
  - Academic Workshops
  - Counselor Meetings and Workshops
- Community Partnerships:
  - SDSU Mental Health Clinicians
  - UCSD Wellness Center
  - SE Division Police Department
  - San Diego Foodbank: Backpack4Kids
  - Diamond Educational Excellence Partnership
    - California Reading and Literacy Project
    - Motiva Parent Classes
    - 1,000 Books by Kindergarten
    - Elementary Institute of Science
    - Words Alive
    - SD Library
    - SD Children's Choir
  - Charger Fitness Grant

Encanto provides Title I, Part A 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 (ESSA Section 1116[e][1]) in which ways?

- Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment
- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes
- Coffee with the Principal
- Parent-Teacher Conference twice yearly
- Communication between teacher, school staff and parents

Encanto provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Academic workshops
- Conferences with teacher, counselor or resource teacher upon request

- Books sent home with all students
- Shared resources through:
  - Academic websites: Achieve3000, SmartyAnts, STMath
  - School Website
  - Classroom Online Platforms: Seesaw and Google Classrooms
  - Class Dojo
  - Coffee with the Principal
  - Family Fridays

With the assistance of Title I, Part A 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 (ESSA Section 1116[e][3]) in which ways?
- 4 ELAC Meetings a year
- Monthly Coffee with the Principal
- Monthly Foundation meetings
- Monthly SSC Meetings
- Monthly SGT Meetings
- Counseling Workshops
- Counseling Center for parent and family outreach

Encanto coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- When campus is reopened:
  - Parent Room (when campus reopens)
  - Classroom or Campus Volunteer program
  - Everyone a Reader Program
  - Monthly Family Friday
  - Wellness Center
  - Honor Roll by trimester
  - Monthly Attendance Assemblies
- Counseling Center
- Partnerships for Social Emotional and Mental Health Counseling through SAY San Diego
- Partnerships for Social Emotional and Mental Health Counseling through SDSU
- DEEP: parenting classes, reading classes, and 1,000 Books before Kindergarten

Encanto distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?
- All communication provided in English and Spanish and other languages as needed

Encanto provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?
- All communication provided in English and Spanish and other languages as needed
- Communication provided in both written and spoken English and Spanish
- Interpretation provided for meetings

- Accessibility to all meeting rooms

AUDRA MANDLER   /AUDRA MANDLER/   SEPTEMBER 30, 2020
 AUTHORIZED OFFICIAL   AUTHORIZED SIGNATURE

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
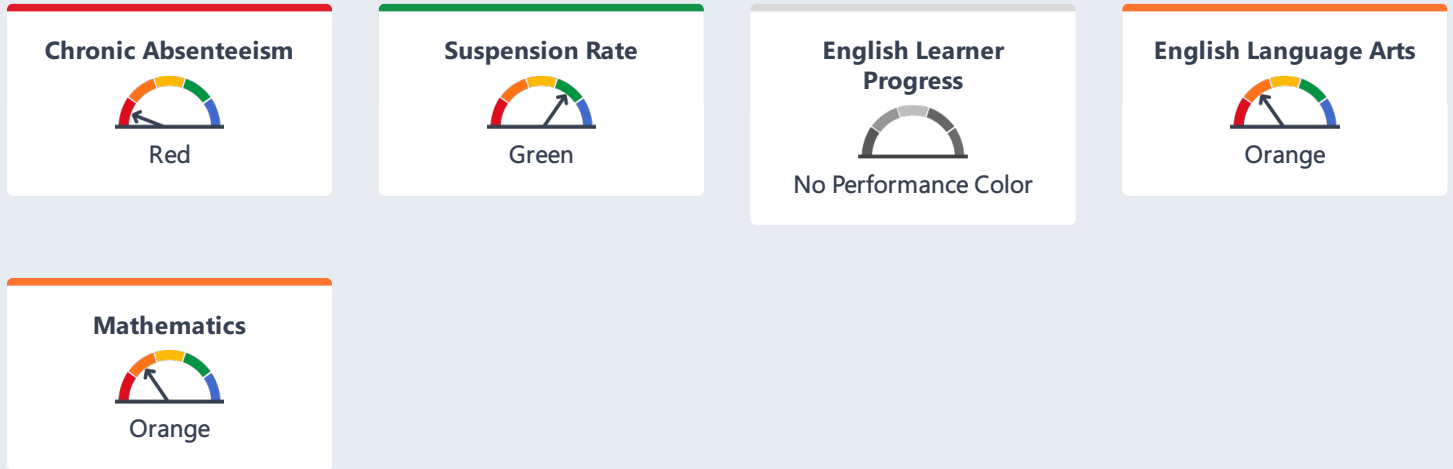- CHKS 2018-2019
- CSPS 2018-2019

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

Encanto Elementary

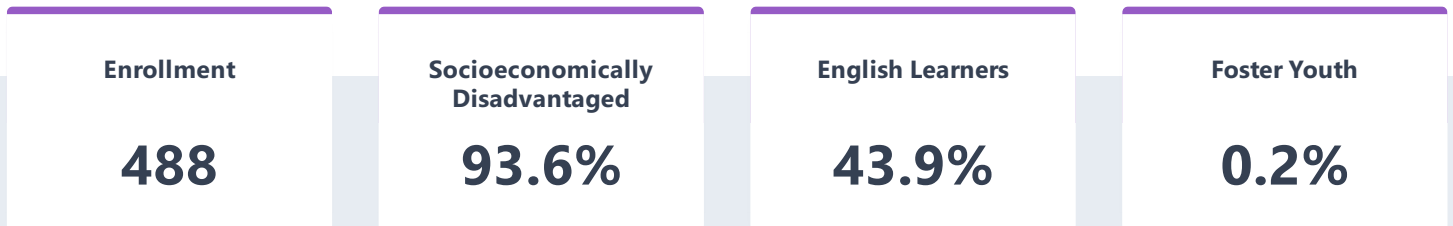Explore the performance of Encanto Elementary under California's Accountability System.

Chronic Absenteeism
Red

Suspension Rate
Green

English Learner Progress
No Performance Color

English Language Arts
Orange

Mathematics
Orange

School Details

NAME
Encanto Elementary

ADDRESS
822 65th Street
San Diego, CA 92114-2818

WEBSITE
http://sandi.net/encanto

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

Enrollment

488

Socioeconomically Disadvantaged

93.6%

English Learners

43.9%

Foster Youth

0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

English Language Arts

Orange

30.1 points below standard

Declined 8.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	4 Orange	0 Yellow
0 Green	0 Blue	

Mathematics

LEARN MORE

Mathematics

Orange

40.3 points below standard

Maintained -1.7 Points

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	4 Orange	0 Yellow
0 Green	0 Blue	

English Learner Progress

LEARN MORE

English Learner Progress

41% making progress towards English language proficiency

Number of EL Students: 134

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

ENCANTO ELEMENTARY

Academic Engagement

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

Chronic Absenteeism

LEARN MORE

Chronic Absenteeism

Red

24.6% chronically absent

Increased 2.9% ▲

EQUITY REPORT
Number of Student Groups in Each Color

6 Red	0 Orange	0 Yellow
0 Green	0 Blue	
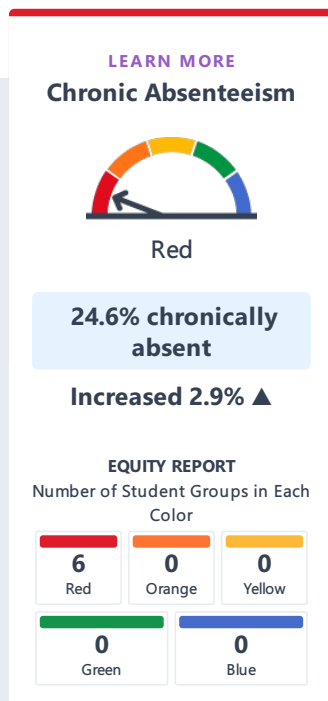
Conditions & Climate

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

Suspension Rate

Green

1.4% suspended at least once

Declined 0.4% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	**2**	**3**
Red	Orange	Yellow
1	**0**	
Green	Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students

Orange

30.1 points below standard

Declined 8.8 Points ▼

Number of Students: 220

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Students with Disabilities

Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

Filipino

Two or More Races

Pacific Islander

White

● ○ ○ ○ ○ ○

African American

No Performance Color

22.1 points below standard

Increased 33.9 Points ▲

Number of Students: 16

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

Red

114.6 points below standard

Declined 31.7 Points ▼

Number of Students: 36

English Learners

Orange

41.1 points below standard

Declined 20.2 Points ▼

Number of Students: 130

Hispanic

Orange

31.7 points below standard

Declined 12 Points ▼

Number of Students: 187

Homeless

Orange

45.8 points below standard

Declined 9 Points ▼

Number of Students: 73

Socioeconomically Disadvantaged

Orange

32.7 points below standard

Declined 7.8 Points ▼

Number of Students: 206

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	31 points below standard	21.3 points below standard	30.1 points below standard

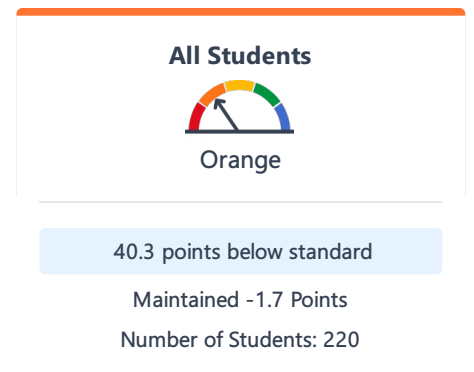# English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
86.7 points below standard	27.4 points above standard	32.6 points below standard
Declined 23 Points ▼	Maintained 1.9 Points	Maintained 0.2 Points
Number of Students: 78	Number of Students: 52	Number of Students: 75

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.

All Students

Orange

40.3 points below standard

Maintained -1.7 Points

Number of Students: 220

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Students with Disabilities

Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

● ○ ○ ○ ○ ○

African American

No Performance Color

47.9 points below standard

Increased 42.5 Points ▲

Number of Students: 16

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

Red

107.8 points below standard

Declined 4.8 Points ▼

Number of Students: 36

English Learners

Orange

45.6 points below standard

Declined 9.4 Points ▼

Number of Students: 130

Hispanic

Orange

36.2 points below standard

Maintained -1.6 Points

Number of Students: 187

Homeless

Orange

60.4 points below standard

Declined 6.2 Points ▼

Number of Students: 73

Socioeconomically Disadvantaged

Orange

42.1 points below standard

Maintained -2.6 Points

Number of Students: 206

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	35.6 points below standard	38.6 points below standard	40.3 points below standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
72.8 points below standard	4.9 points below standard	47.1 points below standard
Declined 12.8 Points ▼	Increased 5.2 Points ▲	Increased 7.7 Points ▲
Number of Students: 78	Number of Students: 52	Number of Students: 75

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

41% making progress towards English language proficiency

Number of EL Students: 134

Performance Level

Low

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

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

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Red

24.6% chronically absent

Increased 2.9% ▲

Number of Students: 536

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

African American

Students with Disabilities

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian

No Performance Color

21.4% chronically absent

Declined 1.6% ▼

Number of Students: 14

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

41.7% chronically absent

Increased 14.7% ▲

Number of Students: 24

White

No Performance Color

15.4% chronically absent

Declined 12.4% ▼

Number of Students: 13

African American

Red

32.8% chronically absent

Increased 6.8% ▲

Number of Students: 58

Students with Disabilities

Red

35.7% chronically absent

Increased 9.9% ▲

Number of Students: 84

English Learners

Red

25.8% chronically absent

Increased 5.4% ▲

Number of Students: 233

Hispanic

Red

22.4% chronically absent

Increased 1.9% ▲

Number of Students: 416

Homeless

Red

31% chronically absent

Increased 1.1% ▲

Number of Students: 210

Socioeconomically Disadvantaged

Red

25.4% chronically absent

Increased 3.6% ▲

Number of Students: 503

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: 557

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

African American

Homeless

Yellow

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Green

Hispanic

Blue

No Students

No Performance Color

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 16

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 24

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White

No Performance Color

0% suspended at least once

Declined 5% ▼

Number of Students: 17

African American

Orange

5.2% suspended at least once

Increased 1.7% ▲

Number of Students: 58

Homeless

Orange

3.1% suspended at least once

Increased 1.3% ▲

Number of Students: 224

English Learners

Yellow

0.8% suspended at least once

Increased 0.8% ▲

Number of Students: 241

Socioeconomically Disadvantaged

Yellow

1.5% suspended at least once

Maintained -0.1%

Number of Students: 522

Students with Disabilities

Yellow

4.7% suspended at least once

Declined 2.7% ▼

Number of Students: 85

Hispanic

Green

1.2% suspended at least once

Declined 0.5% ▼

Number of Students: 431

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

	English Language Arts											Chg From		Mathematics											Chg From	
	2015		2016		2017		2018		2019		2015	2018		2015		2016		2017		2018		2019		2015	2018		
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%		
Total	226	34.1	226	40.7	220	41.4	214	40.7	235	40.0	5.9	-0.7	233	23.2	227	33.0	222	33.3	218	28.0	239	33.5	10.3	5.5		
Female	100	36.0	106	46.2	111	44.1	116	41.4	126	40.5	4.5	-0.9	103	21.4	106	33.0	111	36.0	118	25.4	127	31.5	10.1	6.1		
Male	126	32.5	120	35.8	109	38.5	98	39.8	109	39.4	6.9	-0.4	130	24.6	121	33.1	111	30.6	100	31.0	112	35.7	11.1	4.7		
African American	24	16.7	23	30.4	17	41.2	17	23.5	20	40.0	23.3	16.5	24	12.5	23	17.4	17	5.9	18	5.6	20	20.0	7.5	14.4		
Asian**	0	-	0	100.0	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-		
Filipino	2	-	0	95.0	2	-	0	-	1	-	-	-	2	-	0	-	2	-	0	-	1	-	-	-		
Hispanic	182	35.7	182	43.4	175	40.6	179	41.3	194	40.2	4.5	-1.1	189	22.8	183	35.0	177	35.0	181	29.8	198	35.4	12.6	5.6		
Indochinese**	3	-	4	80.0	7	-	4	-	-	-	-	-	3	-	4	-	7	-	4	-	-	-	-	-		
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-		
Pacific Islander	3	-	1	47.6	0	-	0	-	3	-	-	-	3	-	1	-	0	-	0	-	3	-	-	-		
White	4	-	5	85.5	4	-	2	-	4	-	-	-	4	-	5	-	4	-	3	-	4	-	-	-		
Multiracial	8	-	11	18.2	15	40.0	12	50.0	7	-	-	-	8	-	11	27.3	15	40.0	12	33.3	7	-	-	-		
English Learner	90	16.7	76	30.3	55	14.5	68	17.6	87	11.5	-5.2	-6.1	94	10.6	77	31.2	59	13.6	71	12.7	90	20.0	9.4	7.3		
English-Speaking	136	45.6	150	46.0	165	50.3	146	51.4	148	56.8	11.2	5.4	139	31.7	150	34.0	163	40.5	147	35.4	149	41.6	9.9	6.2		
Reclassified†	58	62.1	45	77.8	75	62.7	61	68.9	52	73.1	11.0	4.2	58	41.4	45	51.1	75	49.3	60	46.7	52	50.0	8.6	3.3		
Initially Eng. Speaking	78	33.3	105	32.4	90	40.0	85	38.8	96	47.9	14.6	9.1	81	24.7	105	26.7	88	33.0	87	27.6	97	37.1	12.4	9.5		
Econ. Disadv.*	226	34.1	217	39.2	205	41.5	201	38.3	219	38.8	4.7	0.5	233	23.2	218	32.1	208	33.2	204	27.0	223	32.7	9.5	5.7		
Non-Econ. Disadv.	0	-	9	91.2	15	40.0	13	76.9	16	56.3	-	-20.6	0	-	9	-	14	35.7	14	42.9	16	43.8	-	0.9		
Gifted	36	72.2	38	73.7	34	70.6	26	73.1	15	80.0	7.8	6.9	39	51.3	38	65.8	34	67.6	28	53.6	15	66.7	15.4	13.1		
Not Gifted	190	26.8	188	34.0	186	36.0	188	36.2	220	37.3	10.5	1.1	194	17.5	189	26.5	188	27.1	190	24.2	224	31.3	13.8	7.1		
With Disabilities	34	0.0	38	7.9	36	8.3	34	14.7	40	12.5	12.5	-2.2	35	0.0	38	15.8	35	8.6	34	2.9	40	7.5	7.5	4.6		
WO Disabilities	192	40.1	188	47.3	184	47.8	180	45.6	195	45.6	5.5	0.0	198	27.3	189	36.5	187	38.0	184	32.6	199	38.7	11.4	6.1		
Homeless	44	29.5	49	20.4	61	29.5	57	31.6	81	28.4	-1.1	-3.2	48	10.4	49	16.3	64	28.1	57	17.5	84	28.6	18.2	11.1		
Foster	3	-	0	50.0	0	-	0	-	0	-	-	-	3	-	3	-	0	-	0	-	0	-	-	-		
Military	5	-	2	72.2	4	-	5	-	4	-	-	-	5	-	2	-	4	-	5	-	4	-	-	-		

* 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
Encanto
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	85	21.2	78	46.2	73	43.8	66	33.3	79	32.9	11.7	-0.4	87	12.6	78	47.4	73	45.2	67	20.9	82	30.5	17.9	9.6
Female	38	26.3	42	57.1	38	42.1	32	31.3	49	28.6	2.3	-2.7	38	10.5	42	52.4	37	48.6	32	21.9	50	30.0	19.5	8.1
Male	47	17.0	36	33.3	35	45.7	34	35.3	30	40.0	23.0	4.7	49	14.3	36	41.7	36	41.7	35	20.0	32	31.3	17.0	11.3
African American	10	10.0	7	30.4	5	-	6	-	7	-	-	-	10	20.0	7	-	5	-	6	-	7	-	-	-
Asian**	0	-	0	100.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	95.0	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Hispanic	67	22.4	65	47.7	56	42.9	58	32.8	68	29.4	7.0	-3.4	69	11.6	65	50.8	56	48.2	59	22.0	71	29.6	18.0	7.6
Indochinese**	2	-	1	80.0	4	-	0	-	-	-	-	-	2	-	1	-	4	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	3	-	0	85.5	1	-	1	-	1	-	-	-	3	-	0	-	1	-	1	-	1	-	-	-
Multiracial	2	-	5	18.2	6	-	1	-	1	-	-	-	2	-	5	-	6	-	1	-	1	-	-	-
English Learner	52	23.1	33	27.3	22	13.6	32	18.8	30	0.0	-23.1	-18.8	54	14.8	33	39.4	23	17.4	33	9.1	32	12.5	-2.3	3.4
English-Speaking	33	18.2	45	60.0	51	56.9	34	47.1	49	53.1	34.9	6.0	33	9.1	45	53.3	50	58.0	34	32.4	50	42.0	32.9	9.6
Reclassified†	1	-	14	92.9	17	76.5	10	80.0	15	60.0	-	-20.0	1	-	14	92.9	17	70.6	10	60.0	15	46.7	-	-13.3
Initially Eng. Speaking	32	15.6	31	45.2	34	47.1	24	33.3	34	50.0	34.4	16.7	32	6.3	31	35.5	33	51.5	24	20.8	35	40.0	33.7	19.2
Econ. Disadv.*	85	21.2	75	45.3	67	41.8	65	32.3	75	32.0	10.8	-0.3	87	12.6	75	46.7	67	43.3	65	20.0	78	30.8	18.2	10.8
Non-Econ. Disadv.	0	-	3	91.2	6	-	1	-	4	-	-	-	0	-	3	-	6	-	2	-	4	-	-	-
Gifted	7	-	16	75.0	11	72.7	4	-	2	-	-	-	7	-	16	81.3	11	81.8	4	-	15	66.7	-	-
Not Gifted	78	19.2	62	38.7	62	38.7	62	30.6	77	32.5	13.3	1.9	80	12.5	62	38.7	62	38.7	63	19.0	80	31.3	18.8	12.3
With Disabilities	11	0.0	14	14.3	36	8.3	34	14.7	16	25.0	25.0	10.3	11	0.0	14	35.7	35	8.6	34	2.9	16	12.5	12.5	9.6
WO Disabilities	74	24.3	64	53.1	63	50.8	61	36.1	63	34.9	10.6	-1.2	76	14.5	64	50.0	63	52.4	62	22.6	66	34.8	20.3	12.2
Homeless	20	10.0	19	26.3	26	34.6	17	35.3	32	25.0	15.0	-10.3	22	4.5	19	26.3	26	42.3	17	11.8	34	29.4	24.9	17.6
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	72.2	2	-	0	-	2	-	-	-	0	-	1	-	2	-	0	-	2	-	-	-

* 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
Encanto
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	69	36.2	77	33.8	75	50.7	74	44.6	75	38.7	2.5	-5.9			71	25.4	77	31.2	76	40.8	76	47.4	75	30.7	5.3	-16.7		
Female	32	31.3	32	31.3	45	55.6	40	45.0	36	50.0	18.7	5.0			34	20.6	32	25.0	46	43.5	41	39.0	36	27.8	7.2	-11.2		
Male	37	40.5	45	35.6	30	43.3	34	44.1	39	28.2	-12.3	-15.9			37	29.7	45	35.6	30	36.7	35	57.1	39	33.3	3.6	-23.8		
African American	6	-	10	20.0	6	-	6	-	6	-	-	-			6	-	10	20.0	6	-	6	-	6	-	-	-		
Asian**	0	-	0	100.0	0	-	0	-	2	-	-	-			0	-	0	-	0	-	0	-	2	-	-	-		
Filipino	0	-	0	95.0	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Hispanic	58	41.4	58	36.2	62	53.2	59	47.5	62	38.7	-2.7	-8.8			60	26.7	58	31.0	63	46.0	61	50.8	62	33.9	7.2	-16.9		
Indochinese**	1	-	2	80.0	1	-	3	-	-	-	-	-			1	-	2	-	1	-	3	-	-	-	-	-		
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Pacific Islander	1	-	0	47.6	0	-	0	-	1	-	-	-			1	-	0	-	0	-	0	-	1	-	-	-		
White	1	-	3	85.5	0	-	1	-	2	-	-	-			1	-	3	-	0	-	1	-	2	-	-	-		
Multiracial	2	-	4	18.2	6	-	5	-	2	-	-	-			2	-	4	-	6	-	5	-	2	-	-	-		
English Learner	23	8.7	34	38.2	20	20.0	25	24.0	35	20.0	11.3	-4.0			24	4.2	34	29.4	22	18.2	25	24.0	35	22.9	18.7	-1.1		
English-Speaking	46	50.0	43	30.2	55	61.8	49	55.1	40	55.0	5.0	-0.1			47	36.2	43	32.6	54	50.0	51	58.8	40	37.5	1.3	-21.3		
Reclassified†	20	70.0	7	92.9	26	84.6	19	78.9	11	81.8	11.8	2.9			19	47.4	7	-	26	76.9	19	68.4	11	45.5	-1.9	-22.9		
Initially Eng. Speaking	26	34.6	36	19.4	29	41.4	30	40.0	29	44.8	10.2	4.8			28	28.6	36	27.8	28	25.0	32	53.1	29	34.5	5.9	-18.6		
Econ. Disadv.*	69	36.2	74	32.4	72	51.4	69	42.0	71	39.4	3.2	-2.6			71	25.4	74	31.1	74	41.9	71	45.1	71	31.0	5.6	-14.1		
Non-Econ. Disadv.	0	-	3	91.2	3	-	5	-	4	-	-	-			0	-	3	-	14	35.7	5	-	4	-	-	-		
Gifted	15	73.3	7	75.0	15	80.0	8	-	4	-	-	-			17	52.9	7	-	15	80.0	10	80.0	4	-	-	-		
Not Gifted	54	25.9	70	31.4	60	43.3	66	42.4	71	35.2	9.3	-7.2			54	16.7	70	28.6	61	31.1	66	42.4	71	28.2	11.5	-14.2		
With Disabilities	12	0.0	13	7.7	14	14.3	34	14.7	40	12.5	12.5	-2.2			13	0.0	13	7.7	13	23.1	34	2.9	10	10.0	10.0	7.1		
WO Disabilities	57	43.9	64	39.1	61	59.0	65	50.8	65	44.6	0.7	-6.2			58	31.0	64	35.9	63	44.4	67	53.7	65	33.8	2.8	-19.9		
Homeless	10	40.0	20	15.0	21	28.6	21	28.6	20	40.0	0.0	11.4			11	9.1	20	15.0	23	21.7	22	31.8	20	40.0	30.9	8.2		
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Military	3	-	0	72.2	0	-	4	-	0	-	-	-			3	-	0	-	0	-	4	-	0	-	-	-		

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

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

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

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Encanto
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	72	47.2	71	42.3	72	29.2	74	43.2	81	48.1	0.9	4.9	75	33.3	72	19.4	73	13.7	75	14.7	82	39.0	5.7	24.3
Female	30	53.3	32	46.9	28	28.6	44	45.5	41	46.3	-7.0	0.8	31	35.5	32	15.6	28	7.1	45	15.6	41	36.6	1.1	21.0
Male	42	42.9	39	38.5	44	29.5	30	40.0	40	50.0	7.1	10.0	44	31.8	40	22.5	45	17.8	30	13.3	41	41.5	9.7	28.2
African American	8	-	6	20.0	6	-	5	-	7	-	-	-	8	-	6	-	6	-	6	-	7	-	-	-
Asian**	0	-	0	100.0	0	-	0	-	4	-	-	-	0	-	0	-	0	-	0	-	4	-	-	-
Filipino	2	-	0	95.0	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Hispanic	57	45.6	59	45.8	57	24.6	62	43.5	64	53.1	7.5	9.6	60	31.7	60	21.7	58	10.3	61	16.4	65	43.1	11.4	26.7
Indochinese**	0	-	1	80.0	2	-	1	-	-	-	-	-	0	-	1	-	2	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
White	0	-	2	85.5	3	-	0	-	1	-	-	-	0	-	2	-	3	-	1	-	1	-	-	-
Multiracial	4	-	2	18.2	3	-	6	-	4	-	-	-	4	-	2	-	3	-	6	-	4	-	-	-
English Learner	15	6.7	9	38.2	13	7.7	11	0.0	22	13.6	6.9	13.6	16	6.3	10	10.0	14	0.0	13	0.0	23	26.1	19.8	26.1
English-Speaking	57	57.9	62	46.8	59	33.9	63	50.8	59	61.0	3.1	10.2	59	40.7	62	21.0	59	16.9	62	17.7	59	44.1	3.4	26.4
Reclassified†	37	56.8	24	66.7	32	37.5	32	59.4	26	76.9	20.1	17.5	38	36.8	24	25.0	32	15.6	31	29.0	26	53.8	17.0	24.8
Initially Eng. Speaking	20	60.0	38	34.2	27	29.6	31	41.9	33	48.5	-11.5	6.6	21	47.6	38	18.4	27	18.5	31	6.5	33	36.4	-11.2	29.9
Econ. Disadv.*	72	47.2	68	39.7	66	30.3	67	40.3	73	45.2	-2.0	4.9	75	33.3	69	17.4	67	13.4	68	14.7	74	36.5	3.2	21.8
Non-Econ. Disadv.	0	-	3	91.2	6	-	7	-	8	-	-	-	0	-	3	-	6	-	7	-	8	-	-	-
Gifted	14	85.7	15	80.0	8	-	14	78.6	9	-	-	-	15	66.7	15	53.3	8	-	14	35.7	9	-	-	-
Not Gifted	58	37.9	56	32.1	64	26.6	60	35.0	72	44.4	6.5	9.4	60	25.0	57	10.5	65	12.3	61	9.8	73	34.2	9.2	24.4
With Disabilities	11	0.0	38	7.9	12	8.3	20	25.0	14	7.1	7.1	-17.9	11	0.0	11	0.0	35	8.6	20	5.0	40	7.5	7.5	2.5
WO Disabilities	61	55.7	60	50.0	60	33.3	54	50.0	67	56.7	1.0	6.7	64	39.1	61	23.0	61	16.4	55	18.2	68	47.1	8.0	28.9
Homeless	14	50.0	10	20.0	14	21.4	19	31.6	29	24.1	-25.9	-7.5	15	20.0	10	0.0	15	13.3	18	5.6	30	20.0	0.0	14.4
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	72.2	2	-	1	-	2	-	-	-	2	-	1	-	2	-	0	-	2	-	-	-

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

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

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

APPENDIX E

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

Encanto Elementary: 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.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1: Safe, Collaborative, and Inclusive Culture	**Chronic Absenteeism:** The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will **decrease chronic absenteeism**. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will support student attendance by: - monitoring student attendance weekly - targeted students with consecutive absences - conduct home visits to offer supports they need to get students to school daily - provide assistance with connecting families to outside services - meet with parents and students to determine needs	The Guidance Counselor and Assistant have affected the chronic absenteeism through February 2020 by reducing chronic absenteeism from 25% to 17%. They are calling daily to determine the reason for the absence. They are conducting parent and student meetings to see what supports are needed in the home. They are making daily home visits.	Despite all of the counseling supports and outreach, we still need a social worker for the high trauma and poverty at our site. PBIS has fallen to the side due to all of the other initiatives and meetings.	We need to plan for reinstating PBIS leadership team monthly meetings.

	- serve on Attendance Committee: - monthly meetings - review attendance data - create positive reinforcements for students to increase attendance - address issues families with chronic absenteeism are facing	As a result, we have referred students and families to: SAY counseling, SDSU clinician counseling, trauma counseling, and domestic violence support.		
	Suspension Rate: The Guidance Counselor and Guidance Assistant will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The Guidance Counselor and Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease **suspension rates**. The Guidance Counselor and Assistant will: - conduct weekly home visits to ensure families receive the supports they need. - The Guidance Counselor will also be an active member of the PBIS team and/or	We have reduced our in and out of school suspension rate from 1.4% in 2018-19 to .5% through February 2020. Students are remaining in class to maximize their learning time. In addition to meeting with students and parents at school and at home, the counseling center has provided numerous supports for teachers. In class lessons on: • self-regulation • taking a break	PBIS has fallen to the side due to all of the other initiatives and meetings.	We need to plan for reinstating PBIS leadership team monthly meetings.

| | other subcommittees as needed to support the positive school culture.
 - The Guidance Counselor will collaborate with classroom teachers to provide whole class lessons on social emotional well-being, self-regulation, conflict resolution, anti-bullying, and how to take a break
 - The Counselor and Assistant will conduct small group work on: positive play; positive problem solving; conflict resolution
 - They will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
 - They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

 All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups**:** Hispanic, African American, English Learners, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged | • positive choices

 Playground positive play groups are held by guidance center as needed.

 Both support our Tier 3 positive behavior incentive through our Eagle's Nest.

 Restorative Practices are in use for classroom circles and restorative circles when harm occurs.

 Parents and students have been referred to needed and appropriate therapies. | | |

	Parent Involvement: The Guidance Counselor and Assistant will support the increase of Parent Involvement by fostering positive relationships between families, students and school. The Counselor will provide, or procure parent enrichment classes or workshops on early childhood behavior, dealing with trauma, and truancy. In addition, they will support teachers in parent meetings, Response to Instruction and Intervention (RTI2) Team Meetings, and parent conferences.	Both have supported parent involvement through outreach to parents offering supports and encouraging involvement at school for the benefit of the students. Both the GC and GA meet with teachers and parents during P/T conferences, upon either's request to co-create plans for student success. Guidance Counselor oversees the RTI2 meetings and process.		
Area Goal 2: English Language Arts	**In-School Resource Teacher (RT)** - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction	The RT supports grade-level PLCs during weekly collaboration and planning for both Tier 1 and Tier 2 instruction.	Due to change in both in-school resource teacher and OLA resource teacher, some	

	- will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption, - will continue to provide support for English Learners in acquiring English and accessing grade level content by - providing professional development of ELA/ELD Framework; Integrated and Designated ELD lessons - Providing Designated ELD to newcomers - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results - plan Tier 1 and Tier 2 instruction - Work directly with parents and ELAC. - work with teachers to Reclassify English Language Learners -Will support PLCs in planning for Integrated English Language Development -Will identify LTEL	RT pushes into classrooms to support students in academics and teachers in instruction delivery. RT coaches teachers to provide a positive learning environment, strong classroom management, and lesson delivery in service of student learning. RT plans and facilitates PD on integrated and designated English language development for teachers on best practices for English Language Learners. Trimester 1 Data: Reading at grade-level: • Kinder at 91% versus 22% last year.	wok began later than anticipated.	

	-Will collaborate on LTEL supports including support in academics, assessments, direct instruction to potential at risk LTELs	• 1st grade at 40% versus 22% last year. • 2nd grade at 51% versus 42% last year.		
Area Goal 3: Mathematics	**In-School Resource Teacher (RT)** - will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction - will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - will continue to provide support for English Learners in acquiring English and accessing grade level mathematics content by - providing professional development of ELA/ELD Framework; Integrated ELD - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELL mathematics assessments - plan Tier 1 and Tier 2 math instruction -Will support PLCs in planning for Integrated English Language Development	The RT supports grade-level PLCs during weekly collaboration and planning for both Tier 1 and Tier 2 instruction. RT pushes into classrooms to support students in academics and teachers in instruction delivery. RT coaches teachers to provide a positive learning environment, strong classroom management, and lesson delivery in service of student learning. RT plans and facilitates PD on integrated and designated English language	Students in 2nd-5th grade are not meeting the mathematical standards assessed thus far. Tier 2 instruction has been a challenge due to lack of materials and teacher content knowledge.	RT supporting teacher understanding and student learning of Mathematics by working alongside District math coach. District resource teacher expanded beyond 1 grade of support to plan with 2nd and 5th grade. Utilized strategies from coaching cycle with 4th grade during SWD coaching cycle.

		development for teachers on best practices for English Language Learners. Trimester 1 Math Data: SMART Goals proficiency K 85% 1st grade 80% 2nd grade 25% 3rd grade 38% 4th grade 28% 5th grade 28%		
Area Goal 3: Mathematics	Parent workshops on Mathematics will be held twice monthly. Parents will have a 1 hour conceptual workshop with a Mathematics specialist from the Math department. On Family Friday the parents will then work with their students on the strategy taught at the workshop. The workshops will follow a developmental continuum over the school year.	Parent engagement has held monthly math workshops.	Not all parents can attend in the morning.	We will conduct a survey of best days and times for parent attendance.
Area Goal 4: English Learners	**In-School Resource Teacher (RT)** - will continue to support ELLs by working with classroom teachers in their	The RT supports grade-level PLCs during weekly collaboration	Due to change in both in-school resource teacher	

| | Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- will continue to support struggling ELLs by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- will continue to build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new ELD curriculum adoption,
- will continue to provide support for English Learners in acquiring English and accessing grade level content by
- providing professional development of ELA/ELD Framework; Integrated and Designated ELD lessons
- Providing Designated ELD to newcomers
- working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- plan Tier 1 and Tier 2 instruction
- Work directly with parents and ELAC.
- work with teachers to Reclassify English Language Learners | and planning for both Tier 1 and Tier 2 instruction.

RT pushes into classrooms to support students in academics and teachers in instruction delivery.

RT coaches teachers to provide a positive learning environment, strong classroom management, and lesson delivery in service of student learning.

RT plans and facilitates PD on integrated and designated English language development for teachers on best practices for English Language Learners.

RT serves as ELL coordinator for both | and OLA resource teacher, some wok began later than anticipated.

In addition, new curriculum takes more time to learn as we plan both iELD and dELD. | |

| | RT will support PLCs in planning for Integrated and Designated English Language Development

RT will identify LTEL

RT will collaborate on LTEL supports including support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs | ELAC and ELPAC testing. | | |
|---|---|---|---|---|
| **Area Goal 4: English Learners** | **Inschool Resource** teacher will support PLCs in planning for both designated and integrated ELD lesson. Inschool resource teacher will plan and facilitate professional development on the ELA/ELD framework, designated and integrated ELD, and instructional routines for ELLs. **All teachers will receive professional development:** - ELA/ELD Framework - Integrated vs Designated ELD - Integrated instructional strategies and planning - Designated instructional strategies and planning - Instruction to support newcomers - Instructional routines for ELLs - Strategies for Long Term ELLs | The RT supports grade-level PLCs during weekly collaboration and planning for both Tier 1 and Tier 2 instruction.

RT pushes into classrooms to support students in academics and teachers in instruction delivery.

RT coaches teachers to provide a positive learning environment, strong classroom management, and lesson delivery in | Due to new ELPAC testing and the time it takes, RT schedule not allowing for newcomer instruction. | |

		service of student learning. RT plans and facilitates PD on integrated and designated English language development for teachers on best practices for English Language Learners.		
Area Goal 4: English Learners	**Our new ELA curriculum has Integrated ELD lessons daily.** - The program includes strategies for teacher to use daily for integrated ELD. - 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. - Training will be provided by the Office of Language Acquisition Resource Teachers -Our 2nd grade teachers will participate in a year-long coaching cycle on English Language Development with OLA Resource Teacher.	88% of eligible students reclassified All teachers provided training on new ELD Curriculum through benchmark Education. Monthly PD on: • ELA/ELD framework • Designated ELD • Integrated ELD • Routines for ELL instruction ELL support from CORT: • 2nd grade in September	Change in In-School resource teacher and OLA resource teacher affected planned coaching cycles.	Teachers will receive training on new ELS Observation form required by state.

	-Principal will conduct focused instructional walkthroughs during all content areas to ensure integrated ELD occurs.	• Planning in March • Classroom coaching May		
Area Goal 5: Students with Disabilities	Education specialists will participate in 3 5-week coaching cycles over the course of the year. Ed specialists, teachers, and para educators will co-plan and co-teach core lessons. Para educators will be provided training on small group instruction.	Lighthouse School Coaching Cycles: • Cycle 1 2nd grade Reading Foundational Skills • Cycle 2 4th grade math • 3rd cycle para-educator coaching in 1st, 4th and 5th grade Ed specialists and gen ed teachers co-planned and co-taught lessons. Ed specialist participate in PLC collaboration and planning to the extent their case load allows. Para training: • October 4 training sessions	One ed specialist was out on maternity leave September through the first week of March. She was unable to participate in a coaching cycle. Another ed specialist will be out the remainder of the year on maternity leave. Running with visiting teachers in an ed specialist role is the not the ideal. The other ed specialists have to support that teacher to ensure hours are met, assessments are completed, and	Strategic scheduling for 2020-21 to ensure all ed specialist are in PLC collaboration every week.

		• March coaching of 3 paras • March 4 training session • April PD with teachers • Ed specialists side-by-side training and coaching at all levels	IEPs are held within the legal timeframes. Due to all ed specialists going over in case load, we were unable to include M/S ed specialist in coaching cycle, and all ed specialists in all weekly PLC collaborations.	
Area Goal 6: Family Engagement	Through our partnerships with Diamond Educational Excellence Partnership (DDEP) and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year: - Early Childhood Behavior - 12 week workshop - 3 week Positive Parenting workshop - 4 workshops on health - 8 workshops covering family needs such as: - Medi-Cal, Covered California 101 - How to access and utilize benefits	All of the workshops planned through our partnership with DEEP have occurred. In addition the Family Engagement Department has held: • Monthly family workshops on math • Health workshops through Jewish Community center	Holding workshops when the majority of parents can attend. Most parents work one or more jobs and find it difficult to come for a workshop plus parent teacher conferences, fundraiser, and any events or performances that students	We are going to conduct a survey to determine best days and times for maximum parent involvement.

	- Community Resources 101 - Housing, food, social support and other socioeconomic assistance - Diet and nutrition - Exercise - Diffusing stress, anxiety and relaxation techniques - Sugar - Weight management - Childhood Health		participate in monthly.	
Area Goal 7: Graduation/ Promotion	**In-School Resource Teacher (RT)** - support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction - support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption, - provide support for English Learners in acquiring English and accessing grade level content by - working with classroom teachers in their Professional Learning	Resource Teacher trained in CA Reading and Literacy Project (CRLP) best practices for reading foundational skills. RT supports the trained K-2 teachers during PLC collaboration and planning of ELA lessons. RT supports PLCs in data analysis to determine next steps in instruction and planning interventions for struggling students.	There was a change in In-School Resource teacher so we were without for one for two months. ELPAC testing in September and March requires time away from PLCs for RT who is also EL Coordinator.	Train our new 2nd grade teacher and 3rd grade teachers on CRLP strategies for 202-21.

	Communities (PLC) to analyze ELPAC results - planning Tier 1 and Tier 2 instruction			

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.

Successes:
- Guidance Counselor and Guidance Assistant
  - Attendance: The work our guidance counselor and assistant have done with students, parents and teachers has decreased our chronic absenteeism from 25% in 2018-19 to 17% through February 2020. The ability to conduct daily visits with students and families on and off campus has been highly effective. The work with teachers on building positive relationships with both students and families has also added to improved attendance.
  - Suspension rate: Our focus on relationship building with students and families has increased the amount of services we are getting for families in need. Because of these positive relationships, we are better able to utilize restorative practices with student, families and teachers allowing us to return students to the learning environment. As a result of suspension rate has dropped from 1.4% in 2018-19 to .5% through February 2020.
- In-school Resource Teacher
  - PLC: The RT supports teachers in analyzing real time data to make informed decisions for both Tier 1 and Tier 2 instruction in ELA, ELD and Math. The initial data shows a positive impact in our K-2 Reading Levels through Trimester 1.
  - ELL: All teachers have participated in professional development on the ELA/ELD Framework, integrated ELD and Designated ELD instruction. All teachers are utilizing our GVC of benchmark Education Advance and Designated ELD.
- Students with Disabilities
  - All para educators have received four PDs and have four more planned in the next two months.
  - Two of the four ed specialists have participated in coaching cycles on co-teaching. Three para-educators participated in a coaching cycle alongside a District CORT.
  - Students are receiving more services inside the gen ed classroom alongside their peers.

Challenges:

- Guidance Counselor and Guidance Assistant
  - Attendance: we still face some students not attending school on a daily basis. The parents have a variety of reasons. Without District support, law enforcement support, or CPS report we are unable to get the students to school. Many times parent and family needs go beyond what the school can provide. A full time social worker is needed.
  - Suspension rate: Many adults still have a fixed mindset around discipline and believe suspension is the answer to a student behavior. While using Restorative Practices is the goal, some parents want the other student suspended for their actions.
  - PBIS team has fallen to the wayside.
- In-school Resource Teacher: Our in-school resource teacher changed in the fall. We went without one for almost two months.
  - PLC: As the RT is also the EL Coordinator, the ELPAC testing takes much of her time and interferes with her in PLC collaboration the months of September and March.
  - ELL: As the RT is also the EL Coordinator, the ELPAC testing takes much of her time and interferes with her in PLC collaboration the months of September and March.
- Students with Disabilities
  - We have been without one of our ed specialists for most of the year – October through February. In addition, all of our ed specialists have gone over case load at various times. Now another specialist will be out for the remainder of the year. There are not available ed specialists willing and able to take visiting teacher positions that require assessing and writing IEPs.

Changes/Next Steps:
- Guidance Counselor and Guidance Assistant
  - Attendance: We need to hold parent meetings with grade-levels as well. TK and Kindergarten parents need to know the research and data on school attendance.
  - Suspension rate: Our PBIS leadership team needs to have a day to review all data and choose a focus area to decrease student referrals.
- In-school Resource Teacher
  - PLC: Strategic scheduling for next year to ensure RT available for PLC collaborations and classroom instruction during high testing times of ELPAC in September and March.

- ELL: Strategic scheduling for next year to ensure RT available for PLC collaborations and classroom instruction during high testing times of ELPAC in September and March.
- Math results if 2nd-5th not as strong as TK-1st grade. Professional development to strengthen teacher content knowledge of grade-level math and best practices for all students needed.
- Students with Disabilities
  - Strategic scheduling for next year to ensure ed specialists are available for all grade-level PLC collaboration and planning.
  - Strategic scheduling to allow for collaboration of ed specialists and gen ed teachers for co-teaching.
  - Strategic scheduling to allow for more professional development of para educators.

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.

Successes:
- PLC: Teachers meet weekly to create formative assessments, calibrate student work, analyze data and plan for Tier 1 and Tier 2 instruction.
  - ELA: The weekly collaboration has increased the consistency of the curriculum being taught across grade-levels. The planning time has provided increased knowledge of best practices and strategies.
    - Trimester 1 Data of students reading at grade-level:
    - Kinder at 91% versus 22% last year.
    - 1st grade at 40% versus 22% last year.
    - 2nd grade at 51% versus 42% last year.
  - Math: The weekly collaboration has increased the consistency of the curriculum being taught across grade-levels. The planning time has provided increased knowledge of best practices and strategies. District Math coaching support in 3rd grade; planning support in 2nd and 5th increased teacher content knowledge and instructional practices.
    - Trimester 1 data: SMART Goals -
      - TK/K 85%
      - 1st grade 80%

- 2nd grade 25%
- 3rd grade 38%
- 4th grade 28%
- 5th grade 28%
  - o ELL: The time for PLCs to plan integrated and designated ELD as a team ensures GVC for ELLs. The time to plan using Universal Design for Learning increase all teacher knowledge of best practices for all students.
    - 88% of eligible students reclassified
  - o SWD: Two ed specialists and 5 gen ed teachers participated in coaching on co-teaching strategies. Three para educators participated with three gen ed teachers on collaborative partnerships.
    - 2nd grade reading data shows increased student achievement as a result of planning and co-teaching with ed specialists.
    - 4th grade teacher instructional strategies expanded as a result of planning and co-teaching with ed specialists using UDL.
  - o Graduation/Promotion: PLC collaboration time allows principal and RT to work collaboratively alongside PLCs to analyze data and plan for Tier 1 and Tier 2 instruction. Both principal and RT were trained with K-1 teachers on reading foundational skill best practices. PLC collaboration time allows them to support K-2 teachers in planning Tier 1 instruction and routines. The principal and RT support PLCs with ELL data analysis, planning and assessments.

- Intervention: Achieve3000 and SmartyAnts:
  - o ELL All students have access in and out of school for online reading interventions
  - o Students in grades 3rd-5th utilize Achieve3000 which targets reading comprehension skills an strategies. It assess students using the Lexile level matrix.
  - o Students in TK-2nd grade utilize SmartyAnts which targets reading foundational skills of phonemic awareness, phonological awareness, high frequency words, fluency and comprehension.

Challenges: Time continues to be the biggest challenge. The resource teacher is also the EL coordinator and initial and summative ELPAC takes too much time away from supporting teachers in PLC collaboration time and students in the classroom. The ed specialists are all over case load which prevents them from participating in every grade-level PLC collaboration time each week. The District ELST was unable to provide long term and consistent coaching for teachers.

Changes/Next Steps: A strategic schedule will be created to improve attendance of principal, resource teacher and ed specialists in all PLC collaboration time. Additional coaching cycles and supports will be requested from District. Professional development on data analysis from intervention programs will be provided. Professional development on math content, mathematical practices and best practices will be sought out.

School Name: Encanto Elementary Evaluation of LCFF Funded (09800) Actions/Activities SPSA School Year Evaluated: 2019-20				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1: **Safe,** **Collaborative,** **and Inclusive** **Culture**				
Area Goal 2: **English** **Language Arts**	**PLC:** All certificated staff work in Professional Learning Communities. They meet weekly to: - create common formative assessments across grade-levels - analyze data - use data to plan instruction. Visiting teachers are used to: - provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes	Monthly: • Two 2 1/2 hour planning sessions • two 45 minute data review days The weekly collaboration has increased the consistency of the curriculum being taught across grade-levels.	There was a change in In-School Resource teacher so we were without for one for two months. ELPAC testing in September and March requires time away from PLCs for RT who is also EL Coordinator.	Create a strategic schedule in order to include ed specialists in PLC collaboration.

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Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
	- provide Visual and Performing Arts lessons so PLCs can meet for 2 hours to analyze data and plan Tier 1 and Tier 2 Instruction	The planning time has provided increased knowledge of best practices and strategies.		
	TECHNOLOGY: Students will be provided targeted intervention for English Language arts 4 times a week utilizing online intervention programs Achieve3000 and/or SmartyAnts, and/or teacher direct instruction using Phonics For Reading, 6-Minute Fluency and REWARDS.	All students have access in and out of school for online reading intervention. Students in grades 3rd-5th utilize Achieve3000 which targets reading comprehension skills an strategies. It assess students	The TK and Kinder devices did not function with the SmartyAnts program. Students did not gain daily access until February. 2dn grade classrooms had issues with headphones working with new chrome books.	Ensure all student devices are working and students have access at start of school year. Ensure all students have working headphones. Provide and additional training to our TK-2nd grade teachers next year

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		using the Lexile level matrix. Students in TK-2nd grade utilize SmartyAnts which targets reading foundational skills of phonemic awareness, phonological awareness, high frequency words, fluency and comprehension. Trimester 1 Data: Reading at grade-level: • Kinder at 91% versus 22% last year.		on new data reports they will have. Work with teachers on data monitoring and goal setting with students.

Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
		• 1st grade at 40% versus 22% last year. • 2nd grade at 51% versus 42% last year.		
Area Goal 3: Mathematics	**PLC:** All certificated staff work in Professional Learning Communities. They meet weekly to: - create common formative assessments across grade-levels - analyze data - use data to plan instruction. Visiting teachers are used to: - provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes - provide Visual and Performing Arts lessons so PLCs can meet for 2 hours	Monthly: • Two 2 1/2 hour planning session • two 45 minute data review days District Math coaching support in 3rd grade; planning support in 2nd and 5th: increased teacher content	There was a change in In-School Resource teacher so we were without for one for two months. ELPAC testing in September and March requires time away from PLCs for RT who is also EL Coordinator.	Additional math coaching support and professional development will be requested. Training on ST math intervention will be requested. Evaluate ST math as an intervention and research others if needed.

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	to analyze data and plan Tier 1 and Tier 2 Instruction	knowledge and instructional practices. Trimester 1 data: SMART Goals - TK/K 85% 1st grade 80% 2nd grade 25% 3rd grade 38% 4th grade 28% 5th grade 28%	District provided curriculum does not support all students learning style and timeframe for mastery. Not enough time with District Math coach to support site with PD.	
Area Goal 4: English Learners	**PLC:** All certificated staff work in Professional Learning Communities. They meet weekly to: - create common formative assessments across grade-levels - analyze data - use data to plan instruction. Visiting teachers are used to:	Resource teacher and EL coordinator meets with PLCs weekly. Monthly: •Two 21/2 hour planning session	There was a change in In-School Resource teacher so we were without for one for two months.	Strategic scheduling so EL coordinator and ed specialists are available for all PLCs. District support on ELL PD.

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	- provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes - provide Visual and Performing Arts lessons so PLCs can meet for 2 hours to analyze data and plan Ties 1 and Tier 2 Instruction	•two 45 minute data review days Time for PLCs to plan integrated and designated ELD as a team. Time ti plan using Universal Design for Learning as best practices for all students. 88% of eligible students reclassified	ELPAC testing in September and March requires time away from PLCs for RT who is also EL Coordinator.	
Area Goal 5: Students with Disabilities	**PLC:** All certificated staff work in Professional Learning Communities.	Two ed specialists and 5 gen ed teachers	We have had one M/M teacher out for 5 months on	Strategic scheduling so:

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	They meet weekly to: - create common formative assessments across grade-levels - analyze data - use data to plan instruction. Visiting teachers are used to: - provide PE instruction every other week so PLCs can meet for data analysis for 45 minutes - provide Visual and Performing Arts lessons so PLCs can meet for 2 hours to analyze data and plan Ties 1 and Tier 2 Instruction	participated in coaching on co-teaching strategies. Three para educators participated with three gen ed teachers on collaborative partnerships. 2nd grade reading data shows increased student achievement as a result of planning and co-teaching with ed specialists.	maternity leave. Unable to have ed specialist in visiting teacher position. All ed specialists are over caseload. M/M teachers had to support visiting teacher in M/M position for 5 months.	• ed specialists are available for all PLCs. • Students do not miss core instruction

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		4th grade teacher instructional strategies expanded as a result of planning and co-teaching with ed specialists using UDL.

UDL strategy support improving plans for student success created during RTI2 team meetings.

Para-educator confidence and sense of responsibility increased as a result of coaching. | | |

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Evaluation of LCFF Funded (09800) Actions/Activities
SPSA School Year Evaluated: 2019-20

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Area Goal 6: Family Engagement				
Area Goal 7: Graduation/ Promotion	**In-School Resource Teacher (RT)** - support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction - support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions - build teacher effectiveness by providing professional development to all grade-levels on effective instructional practices, new curriculum adoption,	RT meets with PLCs to analyze data dn plan for Tier 1 and Tier 2 instruction. RT trained in reading foundational skill best practices and supports K-2 in planning Tier 1 instruction and routines. RT supports PLCs with ELL data analysis, planning and assessments.	There was a change in In-School Resource teacher so we were without for one for two months. ELPAC testing in September and March requires time away from PLCs for RT who is also EL Coordinator.	Strategic scheduling so EL coordinator and ed specialists are available for all PLCs. District support on ELL PD.

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	- provide support for English Learners in acquiring English and accessing grade level content by - working with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results - planning Tier 1 and Tier 2 instruction	RT supports site PD planning and facilitation.		

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