THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT IBARRA ELEMENTARY SCHOOL

2020-21

37-68338-0108290
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: Patton, Mariclaret
Contact Person: Patton, Mariclaret
Position: Principal
Telephone Number: (619) 641-5400
Address: 4877 Orange Ave, Ibarra Elementary, San Diego, CA, 92115
E-mail Address: mpatton@sandi.net

The following items are included:

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

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Ibarra Elementary

SITE CONTACT PERSON: Mariclaret Patton

PHONE: 619-315-5754 **FAX:** **E-MAIL ADDRESS: mpatton@sandi.net**

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

☒Title 1 Schoolwide Programs (SWP) ☐CSI School

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

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

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

☒ English Learner Advisory Committee (ELAC) Date of presentation: 10/1/20

☐ 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: 10/2/20

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.

Mariclaret Patton	/Mariclaret Patton/ 10/5/20
Type/Print Name of School Principal	Signature of School Principal / Date
Kathaleen Wilson	/Kathaleen Wilson/ 10/5/20
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Jane Puentes	/Janet Puentes/ 10/5/20
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Monika Hazel	Monika Hazel 11/3/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

Although we have exited CSI, this School Plan for Student Achievement fulfills the requirements of a Comprehensive Support and Improvement (CSI) and Title I school. We have been allocated CSI categorical funds from the 2019-2020 school year. The staff at Ibarra Elementary School strives for excellence in meeting the needs of a diverse population, including English Learners and a substantial refugee population. In addition to providing an effective academic program, Ibarra provides opportunities for students to develop appropriate social skills and problem solving strategies to encourage lifelong learning.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page. SSC, ELAC, Staff, and Instructional Leadership Team, along with PTA, SGT, and community collaborative (SAY San Diego, Cluster Group) to discuss data and input, as well as our hopes and dreams for the Ibarra community. Additionally, ILT met in the spring to monitor our progress as a school community and make recommendations and next action steps. All meetings were held via Zoom as of March 16, 2020 due to the COVID 19 Pandemic and school closures.

September 17, 2020	Back to School Night/Parent Meeting
September 22, 2020	Shared and analyzed grade level data with PLCs
September 24, 2020	Shared SPSA Goals

September 24, 2020 Shared Parent Compact and Title 1

September 24, 2020 Instructional Leadership Team discussed goals and shared survey

September 25, 2020 Reviewed CAASP data and goals

October 1 , 2020 ELAC provided data on English Learners

October 2, 2020 SSC reviewed SPSA/ SSC approved SPSA

RESOURCE INEQUITIES

Ibarra's root cause analysis involved examining Smarter Balanced Results (California Dashboard), California Healthy Kids Survey, site data and review of 2018-19 SPSA. An analysis of the student groups on the CAASPP indicate an overall decrease in the area of ELA over the past three years (7%) and an increase overall in the past three years in math (4%). Based on this data, and the school closures due to COVID-19, we need to not only continue to improve, but we must accelerate student achievement, close the achievement gap, specifically with our English Learners and Students with Disabilities. The data also indicates that there is an achievement gap for students who are socioeconomically disadvantaged. The aforementioned inequities have only been exacerbated by the school shut down and the ensuing Online Learning platform.

These inequities are in the area of both ELA and Math with regards to EL's and Students with Disabilities. In reflecting on how resources were utilized, we are going to be more strategic in directing our supports to impact both subgroups. This plan addresses focusing on professional development (weekly PLCS, differentiated staff development, math and ELD coaching cycles). Administrator will do focused walkthroughs to monitor student achievement within these two subgroups. Based on state and district data there are also inequities in the areas of chronic absenteeism (red band), and "Healthy Kids Survey" School Climate report (56% feel safe at school) of Ibarra students. The Attendance Committee consisting of administrator, counselor, school clerk, and guidance assistant) is implementing numerous strategies to increase daily attendance. Home visits and communication with families is ongoing to ensure that students are in school. Incentive awards and celebrations will take place weekly.

In addition, our goal is to increase parent engagement, strengthen the school/home relationships by offering trainings and workshops online and in person, and improve translation and interpretation services in order to reach more families. We have a counselor five days a week who provides individual and group counseling, Second Step and Mindfulness lessons in the classrooms, and assists in conflict resolution activities. Students also participate in at least three school-wide activities through the "No Place for Hate" initiative. We rolled out our School with Heart (c2012) contract last year and every student participated in carrying out the tenets of the document (kindness, service, speaking up for oneself...)

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Amina Abraham	Classified Staff Member
Kathaleen Wilson	Classroom Teacher
Cara Van Winkle	Classroom Teacher
Lisa Hernandez	(Other)
Mariclaret Patton	Principal
Janet Puentes	parent
Josefina Burgos	Parent
Leonila Magallanes	Parent
Fikirte Melillo	Parent
Nang Shin	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Ibarra is a global village with untapped resources. Our community is 57% Hispanic with an additional estimated 23 languages spoken in the homes of our students. In the recent past, Ibarra has not fully tapped into the wealth of cultural diversity, nor celebrated the intersectionality of folx to its fullest potential. Small numbers of parents have joined the PTA (approximately 40 families in 2019) and the SSC, ELAC, and other significant committees draw few participants. In 2019-2020 school year, informational and training online Zoom meetings topped out at 45 participants in a school of nearly 500 students. Language, socioeconomic status, nor technology issues cannot be a barrier to family involvement nor to parent support becoming a viable resource. It is our goal to increase the level of comfort and access for parents to reach their potential as their child's first teacher.
By empowering our parents, and honoring their diverse cultures and experiences, we expect to see chronic absenteeism and suspension rates to decrease.

***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.

Although we began an upward trajectory in lowering suspension rates and improving attendance, the onset of COVID19 and school closures disrupted our efforts. Online learning became cumbersome and challenging for many of our families. We had to use an all hands on deck approach to supporting our families with the goal of ensuring 100% of students had access to a working device and internet. Extra time and effort were put into troubleshooting computer problems and connecting families to high-speed internet.

***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 previous years, Ibarra's efforts to engage the community have been met with minimal success. Changes for the 20-21 school year include, but are not limited to:
- All teams working toward a single purpose (attendance, outside resources, home visits...) on a systematic basis, pooling our efforts and resources to encourage students to be in school and parental involvement.
- All teams working toward restorative practices with a focus on social emotional supports, especially during online learning.
- All teams working systematically with our media lab specialist to support students with technology challenges, internet safety, and enrichment.
- All teams working toward supporting English Language development and acceleration the achievement for students with disabilities with a focus on small group instruction, daily guided reading, and daily designated ELD.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	T/K- 5	Decrease chronic absenteeism	16.4%	12%	Chronic Absenteeism	Monthly
June 2021	T/K-5	Decrease the overall school wide-suspension rate	Decreased by 1.2%	decrease by an additional 1%	Suspension	Trimester

***Identified Need**

This past year, Ibarra's chronic absenteeism has begun to decrease. Before COVID-19 required school closures on March 16, 2020, we saw absences decrease by 10% due to our ongoing collaborative efforts. Our goal is to reduce the rate of absenteeism by another 5%. Since distance learning ensued, we have created an "all hands on deck approach" to ensure student are online and in school. We have created and budgeted for an additional attendance clerk and she works closely with administration, teachers, and the counseling team to make home visits, offer incentives for improved attendance, and work with parents and family members to support them in getting their children to school.

Last year's goal to reduce suspension rates was met to the level that we exited CSI status. We will continue to monitor suspensions and incorporate Social and Emotional Learning strategies and pursue Restorative Practices training for the entire staff. The counselor will work with students who need additional social/emotional support and alternative opportunities to learn from mistakes will be utilized (empathy training, service projects, zones of regulation, equity training for students...). Honoring the cultures and experiences of students in diverse ways will help to empower parents and students to instill confidence, ownership, and agency in those we serve.

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
-Social-Emotional Learning and Restorative Justice Practices
-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level
-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	reduce chronic absenteeism	12.7%	10%	Chronic Absenteeism	Monthly
June 2021	K-5	Students with Disabilities	reduce chronic absenteeism	27.4%	15%	Chronic Absenteeism	Monthly

June 2021	K-5	Hispanic or Latino	reduce chronic absenteeism	21.6%	15%	Chronic Absenteeism	Monthly
June 2021	K-5	Socioeconomically Disadvantaged	reduce chronic absenteeism	16.7%	10%	Chronic Absenteeism	Monthly
June 2021	k-5	Black or African American	reduce chronic absenteeism	10.7%	5%	Chronic Absenteeism	Monthly
June 2021	K-5	Hispanic or Latino	reduce suspension rate	2.6%	0%	Suspension	Monthly
June 2021	K-5	Homeless/Foster	reduce suspension	2.7%	0%	Suspension	Monthly
June 2021	K-5	Homeless/Foster	reduce chronic absenteeism	29.7%	10%	Chronic Absenteeism	Monthly

Safe, Collaborative, and Inclusive for All

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

Students with Special Needs, English Learners, Hispanic, African American and Homeless students will benefit from the strategies to improve overall attendance of all students at Ibarra.

***Strategy/Activity - Description**

Weekly attendance reports enable team (principal, counselor, guidance assistant, attendance clerk) to review and analyze data for individual students, subgroups and/or classroom attendance and design next steps. The Ibarra team will meet weekly throughout the school year. One classroom at every grade level with perfect attendance is recognized at weekly Friday morning assemblies. One K-2 classroom and one 3-5 classroom are also recognized for best attendance of the month. Hi Fives (hands) are given out and collected for positive growth. A pre-determined amount of hands earns a reward with principal or guidance staff. Individual students who have perfect attendance are recognized by the principal in their classrooms once a month. Students receive a certificate and a fancy pencil. We will also consult and collaborate with SSC and ELAC on our goal to improve overall attendance.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01501V	Guidance Asst -	0.50000	$16,258.00	$31,065.83	0150-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance Asst. works with all students on social emotional goals, attendance, home visits to support academic success.
F01501X	Elementary School Asst - NEW POSN, SBB2519537	0.10000	$4,551.70	$7,929.37	0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]		This ESA focuses on media lab lessons and technological support, planning with teachers to enrich ELA and math lessons through graphic

									design, a school newspaper, coding, internet safety, a news station...
F01501Z	Attendance Asst -	0.50000	$16,504.50	$35,261.25	0150-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Attendance clerk supports students in being in school every day, home visits, ongoing communication with parents.
F01501Y	Elementary School Asst - NEW POSN, SBB2519537	0.90000	$40,965.30	$71,364.14	0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income		This ESA focuses on media lab lessons and technological support, planning with teachers to enrich ELA and math lessons through graphic design, a school newspaper, coding, internet safety, a news station...

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 reflecting on our SPSA goals for 2018-19, as well as FAST and formative assessments, we need to be more strategic in the types of supports we provide for students; just 31% or our grades 3-5 student either met or exceeded grade level standard on the SBAC. Unfortunately, 69% of our students grade 3-5 did not meet proficiency levels. While effort was made to improve achievement, we were unable to meet our target goal. Teachers participated in bi-weekly PLCS to analyze assessment data and strategically plan lessons to improve learning. Prior to the school closures in March of 2020, resource teacher and the principal supported target students with additional guided reading instruction with grades K-3. School-wide phonics was taught daily in every K-5 classroom. Grades 3-5 utilized SBAC interim benchmarks towards the end of the year. This year we will use the new Benchmark curriculum and the assessments it provides to track students and set purposeful learning goals that cater to the students' individual needs.

***Major Differences**

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

As of this, writing teachers will have 1.5 to 2 hour PLCS a week to collaborate with their grade level colleagues during their weekly flextime, to analyze data, plan strategic lessons, and reflect on student learning. Resource teacher and school principal will support classroom teachers with Tier 1 interventions; Provide support for English Learners in acquiring English and accessing grade level content; collaborate with teachers to impact

instruction; support professional development to classroom teachers with Tier 1 instruction and support Tier 2 interventions with students. Collaboration includes support in academics, social/ emotional, assessments direct instruction to potential to LTEL's. Visiting teachers will release classroom teachers from the classroom for professional development/ collaboration in order to design lessons, analyze student work/ data and improve instructional strategies. Visiting teachers will also give teachers opportunities to attend district or county trainings. District coaches for math and ELD will support teachers in improving student learning. New Fountas and Pinnell curriculum for phonics and guided reading will support reading instruction as well as the district adopted Benchmark curriculum. Literacy support teachers will provide all staff PD to support the navigation and implementation of Benchmark.

***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.

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills practices and dispositions. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in bi-weekly three-hour PLCS for each grade level. Professional Learning Communities(PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. We are also implementing school wide Fountas and Pinnell Phonics curriculum as well as district adopted Benchmark curriculum and continue small group (guided reading) instruction. Teachers will have opportunities to participate in Math and ELD coaching cycles and attend district trainings in literacy.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2021	3-5	meet or achieve standard	31%	41%	CAASPP ELA	annually
February 2021	K-2	meet or achieve standard	0%	50%	Inspect	once per trimester
June 2021	3-5	meet or achieve standard	30%	50%	DRA 2	once per trimester for target students
June 2021	3-5	meet or achieve standard	31%	50%	FAST aReading	once per trimester for target students

***Identified Need**

According to the Smarter Balanced Performance Summary Multi-Year Comparison ELA report, in 2018-19 the percentage of students meetings Standards was 38%, in 2017-18 the percentage was 33% and last year 2018-19 the percentage of students meeting standards was 31%. Therefore, 69%

or our students did not meet the standard. This shows a decrease of 7% over the past three years. The ELA data also shows that our female students are exceeding our male students in grades 3-5 Female (42%) and Male (21.8%). Grade level gap includes 3rd grade - Female (33%) Male (15.9%), 4th grade Female (42.9%) Male (21.9%) and 5th grade Female (50%) and Male (27.9%). Due to the suspension of CAASSP testing for the 19-20 school year, we will continue to pursue the goals set prior to COVID19.

***Online Learning Implications**

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Hispanic or Latino	Increase the percentage of students that meet or exceed standards	28%	65%	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	7%	18%	CAASPP ELA	Trimester

			grade level standards.				
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	2%	12%	CAASPP ELA	annually
June 2021	3-5	Socioeconomically Disadvantaged	Increase the percentage of students at meet or exceed grade level standards	31.2%	50%	CAASPP ELA	annually
June 2021	3-5	Black or African American	Increase the percentage of students at meet or exceed grade level standards	18.6%	29%	CAASPP ELA	Annualy
June 2021	3-5	Black or African American	Increase the percentage of students at meet or exceed grade level standards	22%	50%	FAST aReading	Trimester
June 2021	3-5	Socioeconomically Disadvantaged	Increase the percentage of students at meet or exceed grade level standards	33%	50%	FAST aReading	Trimester
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	20%	50%	FAST aReading	Trimester

June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	35%	18%	FAST aReading	Trimester
June 2021	3-5	Hispanic or Latino	Increase the percentage of students that meet or exceed standards	35%	65%	FAST aReading	Trimester

Double Dose of ELA

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

All Students will benefit from these strategies, including Students with Disabilities, Asian, African American, Hispanic, English Language Learners, and Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

All subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell) targeted to individual student needs. Teachers will participate in bi-weekly PLC's to review data and monitor student academic improvement. District coaches in ELD and math will support teachers in observing student learning and planning strategic lessons to enhance instruction. Resource teacher and principal will provide RTI support to students outside the sphere of success. Weekly media lab lessons will support English Language Development and literacy skills by providing high quality reading and writing lessons through technology. Benchmark assessments will also be utilized to monitor academic growth. Daily ELD utilizing new, district adopted Benchmark curriculum will also support student learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01501W	Inschool Resource Tchr -	1.00000	$95,087.00	$135,390.18	0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		RT will coach as well as provide push in support to accelerate student learning for all subgroups.
F015020	Library Asst - Vacancy, SBB2518506	0.20000	$5,781.60	$7,705.13	0150-30100-00-2231-2420-	Title I Basic Program	[no data]		Change from last year, we will be forfeiting this position and use the funds for before and

					1110-01000-0000				after school tutoring across the grade levels with a focus on Black Youth, SWD, and ELs
	Elementary School Asst - NEW POSN, SBB2519537				0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501X	This ESA focuses on media lab lessons and technological support, planning with teachers to enrich ELA and math lessons through graphic design, a school newspaper, coding, internet safety, a news station...
	Elementary School Asst - NEW POSN, SBB2519537				0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Y	This ESA focuses on media lab lessons and technological support, planning with teachers to enrich ELA and math lessons through graphic design, a school newspaper, coding, internet safety, a news station...
	Non Clsrm Tchr Hrly				0150-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]	Goal 7 - Family Engagement | Ref Id : N0150D8	Before and after school tutoring for students not meeting standards
	Non Clsrm Tchr Hrly				0150-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 3 - Mathematics | Ref Id : N01501V	Before and after school tutoring for students not meeting standards

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

Teachers will meet bi-weekly in PLCs to collaborate, analyze data and plan for next steps. Classroom observations by the principal will provide data to help drive PLC conversations and next steps for teaching and learning.

We are ALL English Learners

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

All students will benefit from these strategies.

***Strategy/Activity - Description**

All subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell), as well as the district adopted Benchmark curriculum, targeted to individual student needs. Teachers will participate in bi-weekly PLCs to review data and monitor student academic improvement. District coaches in ELD will support teachers in observing student learning and planning strategic lessons to enhance instruction. Benchmark assessments will also be utilized to monitor academic growth. Daily, targeted ELD utilizing new curriculum will also support student learning. All students have opportunity to experience the arts from fine arts teachers (dance, drama, and art) weekly while classroom teachers have weekly PLCs to study together. Additionally, all students will participate in weekly media lessons to support English Language development, reading and writing skills, as well as technology skills.

***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				0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F01501W	RT will help plan, design, and model lessons in ELA to support targeted subgroups. RT will also help plan and deliver all staff PD based on the needs of students. RT will provide support for PLC work as well.
	Elementary School Asst - NEW POSN, SBB2519537				0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501X	This ESA focuses on media lab lessons and technological support, planning with teachers to enrich ELA and math lessons through graphic design, a school newspaper, coding, internet safety, a news station...
	Elementary School Asst - NEW POSN, SBB2519537				0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Y	This ESA focuses on media lab lessons and technological support, planning with teachers to enrich ELA and math lessons through graphic design, a school newspaper, coding, internet safety, a news station...

Improving Teaching and Learning

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

All students will be served by this activity/strategy.

***Strategy/Activity - Description**

Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in weekly three-hour PLCS for each grade level. Professional Learning Communities (PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. Students will be attending Visual, performing arts, and media classes each week for approximately one hour, which will provided a well-rounded education for our students. An evidence-based curriculum will be purchased to support all students with an emphasis as an intervention for Tier 2 and Students with Special Needs.

***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				0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F01501W	RT will help plan, design, and model lessons in ELA to support targeted subgroups. RT will also help plan and deliver all staff PD based on the needs of students. RT will provide support for PLC work as well.

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.

Teachers participated in bi-weekly PLC's to plan math instruction, review assessment data (end of unit tests, teacher generated assessments, exit slips), and target students for additional support and reflect on student learning as well as plan for next steps. All K-5 students utilize district math curriculum daily for daily instruction. Teachers were given opportunities to attend district math training and site professional development.

***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.

Math coaches will give teachers opportunity to plan and co-teach with math district resource teacher with an emphasis in number talks. Pre-Assessments will be administered to establish baseline data as well as post-assessments to determine growth. Teachers will continue to have opportunities to participate in district, county and/or site professional development in mathematics. Teachers will work together to increase academic achievement by creating meaningful and on-going formative assessments; Monitor student progress.

***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.

District Math coaches will plan and co-teach with teachers to support critical thinking in mathematics. Teachers will continue to have opportunities to attend district or county trainings. Students will also participate in SBAC benchmark interim assessments and the FAST assessment.

*Goal 3 - Mathematics						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	38.6%	50%	CAASPP Math	annually
June 2021	k-2	Increase the percentage of students that meet or exceed grade level standards	NA	50%	Inspect	trimester
June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	46.1%	50%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting or exceeding grade level	35.1%	56%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting or exceeding grade level standards	34%	50%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	40%	70%	FAST aMath	Trimester
June 2021	k-2	Increase the percentage of students that meet or	NA	70%	FAST aMath	trimester

		exceed grade level standards				
June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	49%	70%	FAST aMath	Trimester
June 2021	5	Increase the percentage of students meeting or exceeding grade level standards	38%	50%	FAST aMath	Trimester

***Identified Need**

The Smarter Balance Performance Summary - Multi-Year Comparison in math indicates that Ibarra students proficiency levels have varied. 2016-17 35% students met or exceeded standards, 2017-18, 32% met or exceeded standards and in 2018-19, 38% met or exceeded standards. Based on the data we need to 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 between Females and Males in grades four and five. The gap in 3rd grade Female (48.4%) Male 44.4%), 4th grade Female (47.6%) Male (18.8%), and 5th grade Female (48.3%) and Male (25%).

To support student progress in Math Professional Development will focus on studying and gaining in in-depth understanding of common core standards (teachers will participate in weekly PLC's and Math coaching cycles); Strengthening Tier 1 instruction by integrating lesson studies and lesson design throughout the school year and administering common formative assessments for all TK-5th and monitoring student progress as a grade level team on a weekly basis. Learning Upgrade and other online programs will also contain interventions for Math.

***Online Learning Implications**

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

-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of meeting and exceeding grade level standards	15%	25%	FAST aMath	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards	36%	48%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards	3%	12%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	32%	46%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of meeting and	15%	50%	FAST aMath	Trimester

			exceeding grade level standards				
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards	36%	65%	FAST aMath	Trimester
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards	3%	20%	FAST aMath	Trimester
June 2021	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	32%	46%	FAST aMath	Trimester

Supporting Students by Improving Practice and Integrated Learning Opportunities

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

All student subgroups will be served. The Smarter Balance Performance Summary-Multi-Year Comparison in math indicates that Ibarra student's proficiency levels have varied. 2016-17- 35% students met or exceeded standards, 2017-18-32% met or exceeded standards and in 2018-19-39% met or exceeded standards. We will continue to utilize district curriculum, frequent assessments, SBAC interim benchmarks, FAST assessments, word walls, math journals, teacher generated charts, and whole group and small group instruction to improve, and accelerate, student achievement in math.

***Strategy/Activity - Description**

Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in bi-weekly one hour PLCS for each grade level. Professional Learning Communities (PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. Students will be attending Visual (grades K, 2 LTA/VAPA) and media Arts classes (all students in house) each week for approximately 1 hour a week to experience art and technology, which will provided a well-rounded education for our students. Fifth graders receive instrumental music provide by the district through VAPA.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0150D6	Prof&Curriclm Dev Vist Tchr		$28,621.00	$35,000.61	0150-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		VAPA's, Learning through Arts program will provide visual art lessons that enrich ELA and Math skills, while allowing teachers to plan and develop as professionals, alongside an LTE teacher. The visual art lessons integrate all mediums of art into content areas.
	Inschool Resource Tchr -				0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F01501W	RT supports teaching and learning by coaching teachers, working with students in small groups, planning in PLCs, working and planning with district Math coaches, and pushing into classrooms to support students.
	Elementary School Asst - NEW POSN, SBB2519537				0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501X	ESA position is our Media Specialist who provides technology lessons and internet safety lessons, planning and working beside classroom teacher. During media lab students, transfer mathematical skills while teachers work in small groups with students to improve mathematical skills through technology.
	Elementary School Asst - NEW POSN, SBB2519537				0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Y	ESA position is our Media Specialist who provides technology lessons and internet safety lessons, planning and working beside classroom teacher. During media lab students, transfer mathematical skills while teachers work in small groups with students to improve mathematical skills through technology.

Double Dose of Math Instruction

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

All student subgroups will benefit from this strategy/activity in the area of math, specifically the following subgroups: Hispanic, English Learners, students with disabilities and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Additional opportunities for students to participate in re-teaching, small group and differentiated instruction. Math tutoring is provided by classroom teachers after school, as well as push in support provided by the resource teacher and principals, as well as district math coaches. We will continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize

instructional time, help close the achievement gap, and provide quality professional development. Online math programs will offer support and enrichment to standards based lessons.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01501V	Non Clsrm Tchr Hrly		$16,369.00	$20,017.65	0150-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Staff will provide extra help through tutoring, before and after school. To serve all students.
N01505M	Supplies		$2,152.00	$2,152.00	0150-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplies will be purchased to support math instruction and may include manipulatives, math tools, software...
N0150D7	Software License		$10,000.00	$10,000.00	0150-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Programs/software to be purchased to support students in the area of math instruction and enrichment in order to improve mathematical skills and the 8 math practices school wide.

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.

Analysis of district Reclassification indicates that Ibarra did meet its goal to reclassify the potential reclassification students at 75%. Analysis of the previous SPSA shows we need a more defined monitoring plan to show growth of Reclassification. As a school site, we need to develop more strategic plan for English Learners. English Learners are supported in the classroom with appropriate scaffolding and differentiation support. Resource Teacher will support classroom teachers with Tier 1 instruction and support struggling students with Tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RT will also help facilitate professional development in all grade levels and work directly with parents and ELAC. The PD plan, with collaborative input from ILT and our ELI-RT will focus on common instructional practices to strengthen English language development. The ELI-RT will provide in-classroom coaching support to second grade teachers four times this year. Coaching will include classroom observations, feedback to support teachers and administrative support. Attendance data indicates English Learners have a high absent rate and plans need to be developed for the missed learning of EL's.

***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.

English Learners are supported in the classroom with scaffolding and differentiated support including, but not limited to: extra guided reading groups, one on one instruction, push in teacher support. The PD plan, with collaborative input from ILT and our English Learner Instructional Resource Teacher, (ELI-RT) will focus on common instructional practices to strengthen English language development. The ELI-RT will provide in-classroom coaching support four times this year. Coaching will include classroom observations, feedback to support teachers in next steps, and administrative support.

***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.

English Learners are supported in the classroom with appropriate scaffolding and differentiation support. The PD plan, with collaborative input from ILT and our ELI-RT will focus on common instructional practices to strengthen English language development. The ELI-RT will provide in-classroom coaching support four times this year. Coaching will include classroom observations, feedback to support teachers and administrative support. RT will continue to collaborate with administrator and other itinerant staff in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTEL's .

A focused team approach to wrapping around targeted student population will be more fully developed this school year, capitalizing on our resources of Media Lab teacher, Resource Teacher, Counselor, and guidance assistant.

Focus on ELPAC growth and purposely targeting Language Development in Mathematics and English Language Development.

***Integrated English Language Development**

Ibarra will have the opportunity to have an Area 4 English Language Resource Teacher (ELI) support our school by conducting one-week coaching support four times a year. Their goal is to collaborate with teachers to strengthen our instructional core for ELs curriculum, instruction and common formative assessments. The ELI-RT will coach leaders and teachers in observing EL instructional moves in the classroom (using the ELD Classroom Observation Tool), support with classroom implementation of dELD, administer On-Demand pre-assessment based on ELPAC practice test and plan and facilitate professional development specific to ELs. Strategic walkthroughs will offer teachers feedback to use to design next steps that will accelerate EL achievement. During PLCs teachers will plan lessons that include English Learners (QTEL) strategies, as well as EL lessons from the district Benchmark curriculum. Classroom walkthroughs will be conducted to show evidence of integrated and designated ELD.

***Designated English Language Development**

Teachers have submitted schedules for DELD instruction reflecting daily DELD instruction for all English Learners. Ibarra will have the opportunity to have an Area 4 English Language Resource Teacher support our school by conducting one-week coaching support four times a year. Their goal is to collaborate with administrator and team to strengthen our instructional core for EL curriculum, instruction and common formative assessment. The ELI-RT will coach leaders and teachers in observing EL vital actions in the classroom (using the ELD Classroom Observation Tool), support with classroom implementation of dELD, administer On-Demand pre-assessment based on ELPAC practice test and plan and facilitate professional development specific to ELs. Strategic walkthroughs with the focus on dELD instruction will assist teachers in enhancing EL achievement.

Integrated media lab lessons will focus on ELD by offering students the opportunity to become familiar with high levels of academic language. Guidance assistant will support ELs by conducting small group instruction on Zones of Emotion as well as skills to support children in becoming successful students, again support ELD with high levels of content language using sentence frames, peer support and interaction, and reinforcement of study skills, self-advocacy, and cultural celebration.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or exceed standard	13%	20%	CAASPP ELA	Annually
June 2021	K-5	English Learner	Increase a minimum of one performance level	75%	80%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Meet or exceed standard	15.2%	25%	CAASPP Math	Annually

***Identified Need**

There is a significant achievement gap for English Learners. For the past three years, the data indicates minimal growth. Grades 3-5 overall percentage of students that met or achieved grade level standards went from 14.1 in 2015, 12.0% in 2016, 16.9% in 2017, 12% in 2018 and 13% in 2019. We will continue to give students additional support and all teachers will teach ELD at least 30 minutes a day. PLCs will plan instruction that include EL strategies to support these learners including, charting, oral speaking, scaffolding, vocabulary enrichment, guided reading and reading/writing workshop to support English Learners. Resource Teacher, and her team, will support Tier 2 students and the district curriculum will be integrated into daily instruction. Classrooms walkthroughs will be conducted to show evidence of integrated ELD.

***Online Learning Implications**

Media Lab teacher/ESA pushes into classrooms during distance learning, supports parents, students, and teachers with technology and access, as well as enrichment.
-District will provide students with targeted small group support through a push-in integrated model.
-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
-Online professional development modules with iELD (integrated English Language)
-
The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.
Professional development will also be offered to teachers across the district serving this English Learner group
The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	SIFE	increase proficiency level	1	5	Summative ELPAC	annually
June 2021	K-5	At risk of LTEL	increase proficiency level	1	5	Summative ELPAC	annually
June 2021	K-5	English Learner	Reclassify 95% of students earning a 4 on the ELPAC	75%	95%	Summative ELPAC	annually

All Hands on Deck for ELD

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

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

Resource Teacher and principal will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). Teachers will have opportunities to attend district workshops and/or participate in co-teaching model with district math coach. Teachers will provide visual charts, manipulatives, white boards, teach the specific academic language of mathematics, provide math journals as a resource and amplify the most important language that students are expected to highlight on the central mathematical ideas of each unit. Media Lab classes will provide support in English language development across the content areas as well as in the area of technology and internet safety combined with enrichment lessons.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01502Z	Clerical Substitute Hrly		$700.00	$929.53	0150-30106-00-2456-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		additional support for translation/interpretation
	In school Resource Tchr				0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F01501W	RT provides small group push in support, as well as support to teachers and district ELD resource teacher to plan, model, and monitor high quality ELD instruction.
	Elementary School Asst - NEW POSN, SBB2519537				0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501X	ESA position is our Media Specialist who provides technology lessons and internet safety lessons, planning and working beside classroom teacher. During media lab students have the opportunity to develop their English skills while teachers work in small groups with students to improve ELD skills through technology. Communication skills support ELD and the opportunities students get through Media Lab include writing a school newspaper, creating a school newspaper (anchoring, directing, interview
	Elementary School Asst - NEW POSN, SBB2519537				0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Y	ESA position is our Media Specialist who provides technology lessons and internet safety lessons, planning and working beside classroom teacher. During media, lab students have the opportunity to develop their English skills while

									teachers work in small groups with students to improve ELD skills through technology. Communication skills support ELD and the opportunities students get through Media Lab include writing a school newspaper, creating a school newspaper (anchoring, directing, interview
	Non Clsrm Tchr Hrly				0150-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners	Goal 3 - Mathematics | Ref Id : N01501V	ELPAC testing teacher hourly.

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

Resource Teacher, Specialized Academic Instruction teacher, and principal will support classroom teachers with tier 1 instruction and specific Instructional practices based on individual student needs.

Resource teacher will also support classroom teachers by researching and ensuring that they have appropriate materials to support struggling students with tier two interventions (specifically English Learners and students with disabilities.) Resource teacher will continue to collaborate with administration and other support staff in order to help accomplish the following; increase academic achievement, create meaningful and on-going assessments, support social/emotional needs, provide direct instruction to potential LTELS's. Specifically, support team will aid classroom teachers in implementing the district adopted Benchmark curriculum, specifically the EL lessons. Team will model lessons, side-by-side coach teachers, and monitor ELs after each unit taught.

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, of the 18 Students with Disabilities (SWD), who took the Smarter Balanced Assessment only 5.6% performed at or above grade level in performed at or above grade level in mathematics, no SWD in grades 3-5 performed at or above grade level in ELA. This data does not match the observed efforts and dedication of the Special Education team and support personnel. The discrepancy may be attributed to a lack of cohesion of all entities and focused/purposeful planning of all team members. It is further evidence that a guaranteed viable curriculum is not in place at Ibarra.

***Major Differences**

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

Due to Covid19 and school closures, our goal of fully implementing PLCs of which Special Education team was regularly a part was not fully realized. Professional Learning Communities that have a laser focus on SWD, co-planning, and co-teaching to meet the needs of this highly vulnerable population will be carried out with fidelity this school year.

***Changes**

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

Focused observation of instruction of SWD will be purposeful and immediate feedback will be provided to Resource Specialists, as well as classroom teachers who serve these students. Professional Development will be based upon the observations and the needs of students. Resource Teacher will help the ILT design and implement high quality lessons based upon best practices that include co-planning sessions with the ILT, Resource Teachers, and Ed. Specialist.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding the grade level standards in ELA as measured by the CASSPP	2%	12%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding the grade level standards in MATH as measured by the CASSPP	4.1%	14%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding the grade level standards in ELA as measured by the FAST	0%	15%	Other (Describe in Objective)	trimester
June 2021	3-5	Increase the percentage of students meeting and	2.1%	18%	Other (Describe in Objective)	trimester

		exceeding the grade level standards in MATH as measured by the FAST				

***Identified Need**

According to the California dashboard, students with disabilities are performing 98.1 points below standards in ELA, and 103.2 points below standards in Math.

***Online Learning Implications**

The online learning implications, based upon observations and data since the school closures due to COVID-19, in March of 2020 are many. Depending on individual abilities and disabilities of a student, and student learning style, Students with Disabilities are at higher risk of learning loss due to the accommodations that cannot fully implemented in an online medium (teaching with the 5 senses, physical supports, side by side coaching, whole body listening, centers...). The Ibarra team has taken this into account and has increased their monitoring of SWD to adjust and create support during Distance Learning.

-Implementation of IEP Services in Online Learning Setting

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

-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

-The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators.

-All staff will be working as a team to support all students to accelerate their learning

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding ELA grade level standards	5%	12%	Progress Reports on IEP Goals	Trimester
June 2021	4	Students with Disabilities	Increase the percentage of students meeting	0%	9%	Progress Reports on IEP Goals	Trimester

			and exceeding grade level standards				
June 2021	5	Students with Disabilities	Increase the percentage meeting and/or exceeding ELA grade level standards	0%	9%	Progress Reports on IEP Goals	Trimester

Supporting our SWD

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

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

Teachers will collaborate with Education Specialists to ensure Students with Disabilities receive standards based instruction through whole group, small group, pull-out/push-in model to support students in meeting common core state standards. Education Specialists will also collaborate with para educators who directly support Students with Disabilities. Para educator training will take place at least twice a year. Instructional Leadership team will collaborate with Education Specialist during the onset of Distance Learning to support accelerating the learning of SWD by increasing the monitoring of students, providing immediate feedback, and collaboratively planning next steps.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	In school Resource Tchr -				0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F01501W	RT will co-plan and co-teach in a push in model with a focus on SWD.

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

Schedules during school closures will allow Ed Specialist and Resource Teachers to co-plan during flextime. Resource personnel and Para Professionals will purposefully create schedules that will allow them to meet the diverse needs of all SWD during Distance Learning by way of Zoom and Google Meets. ILT will help to drive PD to support a co-teaching model. Special Ed. staff will meet once a week to monitor our most vulnerable students during virtual learning.

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	All Grades	Black Youth/African American Students	Will decrease percentage of chronic absenteeism	10.7%	5%	Grades	Monthly
June 2021	3-5	Black Youth/African American Students	Increase CAASPP ELA proficiency	18.6%	28.6%	Grades	annually
June 2021	3-5	Black Youth/African American Students	Increase CAASPP Math proficiency	34.8%	44.8%	Grades	annually

*Goal 6 Supporting Black Youth - Additional Goals

✓ Beginning in the Fall of 2020, the Ibarra Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
✓ In 2020-21 school year, Ibarra Elementary will develop and implement a site-specific system for tracking classroom referrals. We will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process. Ibarra 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.

✓ Support staff will communicate regularly with the families of our Black Youth who are experiencing chronic absenteeism. We believe that understanding why students are missing school and supporting them in attending school regularly will lead to improved student achievement for our black youth.

✓ We believe that learning about our black youth and cultivating an ongoing personal practice of learning prior to and after engaging in critical

✓ conversations with colleagues and students will build upon our knowledge of abolitionist teaching practices.

***Identified Need**

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

Across our district and our schools, suspension rates of Black Youth are higher than those of their white counterparts. Black Youth earn lower grades than their peers do. Review of CAASPP ELA scores highlight only 18.6% of Black youth at Ibarra have met or exceeded standards in comparison to 31.1% of the overall school population.

***Online Learning Implications**

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

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

More than Survive

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

By lifting up our Black Youth, ALL students, staff, families, and community members will be served by this strategy.

***Strategy/Activity - Description**

In an effort to learn about the beauty, joy, and resilience of Black, Brown, and Indigenous folx and the complexity of the African Diaspora (because not all Black folx are African American). All teachers will ask the following questions to their black students:

What can you tell me that helps me better understand you as a person? How can I be the best teacher for you? How can your school be a place where you feel seen, valued, and excited to learn? What matters most to you (i.e..., in life, at school, in your community)? How can I support you mentally, emotionally, and in your community?

To further educate ourselves to better serve our Black Youth, staff will read and discuss at least 3 articles this school year about the African Diaspora. Plan an Equity Professional Development with the Youth Advocacy Department-first meeting with ILT to design all staff PD around support Black students.

We will continue to utilize district curriculum, frequent assessments, SBAC interim benchmarks, FAST assessments, word walls, math journals, writing journals, teacher generated charts, and whole group and small group instruction to improve, and accelerate, student achievement in math and Ela.

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

Reach out to the Counseling and Guidance Department, Youth Advocacy, Academics through Agency, and Instructional Support Officers to provide professional development resources and opportunities to support Black youth.

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.

Parents have many opportunities to participate in school activities such as, Back to School Night in the fall, parent conferences and Open House in the spring. On Line, open house this fall due to COVID-19. Parents serve on SSC, SGT and ELAC. Student Study Team also provides an opportunity for parents to talk about their child with a team of professionals. Ibarra's PTA also supports school-wide activities at our school. We extend opportunities for parents to volunteer in the classroom, attend parent workshops, and participate in special events such as Friday morning assemblies (virtually during DL), Winter Carnival, Family Fridays, and community resource events (Mann Middle school monthly workshops, SD Refugee Tutoring, and other community partner events.

***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.

Before the school closures in March of 2020 due to COVID-19, the number of parents on campus was beginning to increase. Participation in events had increased, e.g.., over 100 people at February's Family Friday. An active, interactive, and updated website that included photos of Ibarra student's participating in their learning peaked the interests and enthusiasm of parents evidenced by the numbers of family members on campus during the school day as well as at the Friday Assembly each week. This year we are going to a DOJO as our school wide communication platform. DOJO offers weekly data as to the number of families logging on, commenting, and messaging school support team.

***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.

Parents have many opportunities to participate in school activities such as, Back to School Night in the fall (virtually this year), Title One annual notification meeting, Coffee with Principal, parent conferences and Open House in the spring. Parents serve on SSC, SGT and ELAC. Student Study Team also provides an opportunity for parents to talk about their child with a team of professionals. Ibarra's PTA also supports school-wide activities at our school. We extend opportunities for parents to volunteer in the classroom, attend parent workshops, and participate in special events such as Friday morning assemblies.
Classroom teachers and staff will make an effort to invite and encourage parents/ families to attend trainings and meetings. All staff will work collaboratively to increase the importance of parent involvement and academic achievements. Going to the online platform of DOJO school wide allows us to communicate with parents individually, as a classroom, and as a school. DOJO offers weekly data as to the number of families logging on, commenting, and messaging school support team.

An active, interactive, and updated website that included photos of Ibarra student's participating in their learning peaked the interests and enthusiasm of parents evidenced by the numbers of family members on campus during the school day as well as at the Friday Assembly each week.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	37.25%	70%	CAL - SCHLS (CSPS)

***Identified Need**

Based on the California Dashboard, there are inequities in the areas of chronic absenteeism and suspension rates (both are areas are red). The school community has worked on putting systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, certificated staff to monitor attendance and social/emotional needs. There will be consistent weekly home visits, as well as regular and frequent communication with families to ensure that students have access to support services (five days a week) to support students with social and emotional needs. Along with our in house counseling team and fully staff health office staff, Project Impact, the Ibarra Health Clinic and Douglas Young support Ibarra families for health, social/emotional and individual family needs. The school community recognizes the importance of a positive, safe, supportive and safe school environment and will continue to implement research-based strategies that support a positive school culture. The Parent Survey indicates 36% of parents surveyed are satisfied with the amount of parent involvement at Ibarra. Our goal is to increase parent involvement through Family Fridays, PTA events, SSC, SGT, ELAC, parent workshops and school-wide event. 48% of parents surveyed consider Ibarra to be a safe school environment for their children. Our goal is to increase the percentage of parents that feel like the school is safe to 80%.

***Online Learning Implications**

Attendance and Counseling teams make daily contacts with parents, school wide DOJO (online communication platform), home visits, as well as incentives are implemented to improved family engagement. An active, interactive, and updated website that included photos of Ibarra student's participating in their learning peaked the interests and enthusiasm of parents in an effort to stay connected during online learning.
Attendance Clerk and Guidance Aid, as well as support staff, make systematic phone calls to support students who are frequently absent as well as offer supports to parents to ensure students are logging on to learning every day.
Media specialist supports parents during online learning with trainings and troubleshooting.
-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

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

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

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

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

Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	Increase parent participation in SSC meetings	50%	90%	Attendance
June 2021	ELAC	Increase parent participation in ELAC	60%	90%	Attendance
June 2021	PTA	Increase parent participation in PTA	40%	60%	Attendance

June 2021	Other (Describe in Objective)	Increase parent participation in at least 2 Family events	50%	75%	Attendance

Iguanas Ignite Family Engagement

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

All families and students at the school will benefits from this strategy/activity.

***Strategy/Activity - Description**

Allocate funds for In-service supplies for parent meetings and workshops. Allocate funds to purchase paper for in service and meetings for parents and School/Home communication.
Fund support staff to reach all families.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01502X	Clerical OTBS Hrly		$800.00	$1,062.32	0150-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Translation and Interpretation for parents/stakeholders.
N01503P	In-service supplies		$982.00	$982.00	0150-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds for parent training materials.
N015099	Other Nonclsrm PARAS Hrly		$677.00	$898.99	0150-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide interpretation services for families.
N0150AA	Postage Expense		$200.00	$200.00	0150-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds to pay for postage to mail flyers and training materials to parents/families.
N0150D8	Non Clsrm Tchr Hrly		$2,119.00	$2,591.33	0150-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]		Provide before and after school tutoring for all students.
	Attendance Asst -				0150-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Z	Clerk will reach families via email, home visits, incentive plans, and phone calls.
	Guidance Asst -				0150-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501V	Guidance assistant will work to engage families via all forms of communication and support incentives to increase family engagement.

	Elementary School Asst - NEW POSN, SBB2519537				0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501X	ESA/Media specialist manages Ibarra website, provides family trainings, and provides technology support.
	Elementary School Asst - NEW POSN, SBB2519537				0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Y	ESA/Media specialist manages Ibarra website, provides family trainings, and provides technology support.

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.

Resources were allocated to fund the following: Resource Teacher to support classroom teachers with Tier 1 instruction and support struggling students with Tier 2 interventions. Provide support for English Learners in acquiring English and accessing grade level content. Collaboration with Principal and teachers to support academics social/emotional, assessments, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

***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.

Resource teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1) and will also continue to support professional development (plan, organize, and facilitate in both ELA and Math). District Resource teacher in math and ELL will also coach teachers in number sense and the new ELL curriculum implementation. We will continue to support small group instruction and plan focused lessons in PLCs to target monitor our students and close the achievement gap of specifically English Learners and Students with Disabilities.

***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.

RT supported classroom teachers with Tier 1 instruction and worked with small groups of English Learners. Focused on first grade students in order to ensure that all students are reading at or above grade level by the end of 3rd grade. RT also supported professional development, collaborated with classroom teachers with Tier 1 instruction and supported struggling students with Tier 2 interventions. Visiting teachers released classroom teachers on a bi-weekly basis for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted actual time in the PLCs.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	30%	40%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2	50%	65%	Grade 5 ELA Reading	Trimester

***Identified Need**

The 2016—17 3rd grade students met or exceeded grade level standards was at 33.7% (ELA). When this group of students moved to 2017-18 school year, their performance at the met or exceeded grade level standards was at 36.8% (ELA). This was an increase of 3.1%. The schools overall data for the 2018 school year, the data indicated 33.3 percent on (ELA which is a decrease of 3.5% from the previous year. Based on this data, we need to spend more time working with students in small groups, utilizing reading software and tier 1 and 2 support from Resource Teacher, specifically with our English Learners and students with disabilities. In 2016-17, 3rd graders met or exceeded grade level standards was 29.8% in 2016-17. When this group of students moved to 2017-18 the same group of students stayed the same approximately the same percentage of students met or exceed grade level standards. In addition, in 2018 the percentage of these same students that meet or exceeded grade level decreased 6.8% in math.

***Online Learning Implications**

Online learning implications dictate that teaching is not focused on "lost" learning, but improving practice to accelerate learning. All staff opportunities provide by the district for teachers to attend Doug Fisher's training for Online Learning. Additionally, RT, Principal, District support teachers, ESA Media Lab Specialist will support parents, students, and teachers with technology support, resources, and enrichment to aid in the acceleration of learning.

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	6.3%	16%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2	5.0%	15%	Other (Describe in Objective)	Annually
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by FAST and formative assessment	15.2%	25.2%	Grade 5 ELA Reading	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students reading at	4.1%	14%	Grade 5 ELA Reading	Annually

			or above grade level as measured by FAST and formative assessment				
June 2021	3	Black or African American	Increase the percentage of students reading at or above grade level as measured by the DRA2.	17.6	50%	Other (Describe in Objective)	Annually
June 2021	5	Black or African American	Increase the percentage of students reading at or above grade level as measured by FAST and formative assessment	45%	50%	Grade 5 ELA Reading	Annually

Accelerating Learning

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

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels, 3rd and 5th grade students.

***Strategy/Activity - Description**

RT will continue to support and collaborate with classroom teachers to impact student learning. Classroom teachers will collaborate in PLCS with administrator and resource teacher to plan and implement differentiated instruction and supports for struggling students (Tier 1 instruction). RT will work with ELD and math coaches and teachers to support professional development in both ELA and Math. RT will work directly with teachers and students to positively impact academic progress. Learning through the Arts (LTA) program will continue this year for TK/K and 2nd grades, while 5th grade will receive instrumental music provided by the district. The LTA program allows art teacher and classroom teacher to collaborate along with Media specialist to plan and provide visual art lessons that are integrated into ELA. While students are receiving high quality art lessons that focus on literacy, math, and dELD, teachers are building their skills in integrating the arts into the content area with high levels of academic language and strategies that support ALL students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01502W	Supplies		$10,319.00	$10,319.00	0150-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Books, software, magazines, and other forms of literature will be purchased to support goal.
	Prof&Curriclm Dev Vist Tchr				0150-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 3 - Mathematics | Ref Id : N0150D6	VAPA's, Learning through Arts program will provide visual art lessons that enrich ELA and Math skills, while allowing teachers to plan and develop as professionals, alongside an LTE teacher. The visual art lessons integrate all mediums of art into content areas.
	Supplies				0150-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 3 - Mathematics | Ref Id : N01505M	Funds will be used to offset costs of art/media supplies.
	Inschool Resource Tchr -				0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : F01501W	RT provides small group push in support, as well as support to teachers and district ELD, Math, and ELA resource teacher to plan, model, and monitor high quality ELD instruction.
	Elementary School Asst - NEW POSN, SBB2519537				0150-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501X	ESA position is our Media Specialist who supports, planning and working beside classroom teacher. During media, lab students have the opportunity to develop their English skills while teachers work in small groups with students. Focus on reading, writing, speaking and listening skills.
	Elementary School Asst - NEW POSN, SBB2519537				0150-09800-00-2401-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01501Y	ESA position is our Media Specialist who supports, planning and working beside classroom teacher. During media, lab students have the opportunity to develop their English skills while teachers work in small groups with students. Focus on reading, writing, speaking and listening skills.

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

In reviewing the current data and root cause analysis, the following strategies and leadership actions could be considered as new leadership implements school-wide leadership goals at Ibarra Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside all members of the Instructional Leadership Team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- Ensure that all students have access to online learning during school closures, by connecting families with working devices and internet access.
- Conduct "walk through" via zoom and other online platforms to observe teaching and learning during Distance Learning.
- Teachers will participate in PD that specifically addresses the online learning medium. Content, engagement, and technology trainings will be offered.
- Create 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.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- Ensure staff knows students' learning needs and can recognize if instruction is impacting learning.

- **Monitoring Student Learning and Providing Support**
- The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:
- Agree to common grade level assessments to monitor student learning.
- Implement a bi-monthly or trimester assessment system to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

- **Targeted Professional Learning and Implementation. The site administrator and ILT will continue to focus on creating a collaborative risk-taking environment for teachers and students, The site administrator will ensure the following takes place at the school:**
- Data from classroom observations and common assessments will be used to inform professional learning opportunities
- Identify teacher practice and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- Participate in Marzano's professional development of Highly Reliable Schools and take on practices of Highly Reliable schools.

- **Interpersonal Skills**
- Model positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Ensure Administrator views work through an appreciative lens and recognize what is working at the school.
- Continue focus on equity/intersectionality/cultural inclusivity

- **Organizational Leadership**
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
-
- **Parents/ Community**
- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, support parents/community (parent trainings, Family Fridays, etc.)
- Have clear and open communication with parents/community (provide translation as needed)
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents (translation, childcare, materials, etc.
- Strengthen Parent Involvement at school
- Updated website with current information and inclusive events
- School wide DOJO

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

Ibarra ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 197,825.15
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)	$ 372,869.33

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)	$ 81,510.39
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $81,510.39

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)	$ 93,533.79
[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): $ 93,533.79

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 372,869.33

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Ibarra Elementary	**09800 LCFF Intervention Support**	Elementary School Asst	**2401**	Clerical OTBS	0.9000	$ 40,965.30
		Elementary School Asst	**3000**			$ 30,398.84
			1957	Non Clsrm Tchr Hrly		$ 16,369.00
			3000			$ 3,648.65
			4301	Supplies		$ 2,152.00
	09800 LCFF Intervention Support Total				**0.9000**	**$ 93,533.79**
	30100 Title I Basic Program	Elementary School Asst	**2401**	Clerical OTBS	0.1000	$ 4,551.70
		Elementary School Asst	**3000**			$ 3,377.67
		Guidance Asst	**2404**	Guidance/Attendance Asst	0.5000	$ 16,258.00
		Guidance Asst	**3000**			$ 14,807.83
		Inschool Resource Tchr	**1109**	Pull/Out Push In	1.0000	$ 95,087.00
		Inschool Resource Tchr	**3000**			$ 40,303.18
		Library Asst	**2231**	Other Support Prsnl PARAS	0.2000	$ 5,781.60
		Library Asst	**3000**			$ 1,923.53
			1957	Non Clsrm Tchr Hrly		$ 2,119.00
			3000			$ 472.33
			5841	Software License		$ 10,000.00
	30100 Title I Basic Program Total				**1.8000**	**$ 194,681.84**
	30103 Title I Parent Involvement		**2451**	Clerical OTBS Hrly		$ 800.00
			2955	Other Nonclsrm PARAS Hrly		$ 677.00
			3000			$ 484.31
			4304	Inservice supplies		$ 982.00
			5920	Postage Expense		$ 200.00
	30103 Title I Parent Involvement Total					**$ 3,143.31**
	30106 Title I Supplmnt Prog Imprvmnt	Attendance Asst	**2404**	Guidance/Attendance Asst	0.5000	$ 16,504.50
		Attendance Asst	**3000**			$ 18,756.75
			1192	Prof&Curriclm Dev Vist Tchr		$ 28,621.00
			2456	Clerical Substitute Hrly		$ 700.00
			3000			$ 6,609.14
			4301	Supplies		$ 10,319.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.5000**	**$ 81,510.39**
Grand Total					**3.2000**	**$ 372,869.33**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Herbert Ibarra 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. Ibarra Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Parents gave input at SSC and ELAC meetings as well as Chats with the Principal. The policy has been sent home to parents of Title I students and been posted on the school website. 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 is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

A meeting is held in the fall to explain Title 1 Programs, the Parent & Family Engagement Policy and the School Parent Compact. The Policies are reviewed and amended as needed. Translation is provided in the home language of parents.

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

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This information is shared at Back to School Night in September, Parent Conferences two times per year in November and March, and Chats with the Principal throughout the year. Parents are encouraged to talk with teachers whenever they have questions or concerns.

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]). 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]). The majority of our meetings are held in the morning after parents drop off students at school but we hold some meetings before school and some meetings after school. Parent conferences are scheduled according to parent need and teachers are available through email, phone calls and applications.

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]). 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?

Chats with the Principal
Parent Conferences
Parent classes

Parent involvement in SSC, PTA, SGT, ELAC and other campus activities.
School wide Dojo
Ibarra Iguana Website
District Webset

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?

Parent involvement in SSC, PTA, SGT, ELAC and other campus activities

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:

Chats with the Principal
Morning Assemblies
Parent classes
Parent involvement in SSC, PTA, SGT, ELAC and other campus activities
School wide Dojo
Ibarra Website
Google Meets/Zoom meetings
Open Door Policy

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]). 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]).

Parent Conferences
Student Study Team meetings
IEP meetings
Standards Based Report Cards
Family Fridays with an Academic Focus

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]).

Professional Development
Trauma Informed Care Training
Cultural Competency Training
Social Emotional Trainings
Maintaining High Reliability Schools Practices

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]). The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]). The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]). 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]).

This policy was adopted by Ibarra Elementary on October 2, 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 4, 2020.

Mariclaret Patton
Date Approved: 10/2/20

APPENDIX C

SCHOOL PARENT COMPACT

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

HERBERT IBARRA ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

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

Herbert Ibarra Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help 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 to provide high-quality curriculum and instruction. The ways 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?

Our staff is committed to providing students with a comprehensive education that balances instruction in literacy and mathematics. Throughout the year, our teachers spend many hours learning and planning for the educational success of their students. This work includes grade-level team planning, professional development, and district professional development and support.
Teachers provide individualized updates to parents on a daily/weekly basis regarding the status of homework completion, student achievement, and behavior.
We encourage parents to be engaged in their child's education through classroom visits, volunteering in the classroom and on campus.

The school 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:

Chats with the Principal
Parent classes
Parent involvement in SSC, PTA, SGT, ELAC and other campus activities
Family Friday
We encourage parents to coordinate with their child's teacher in order to determine the best time and activity to support the needs of students and staff within individual classrooms.

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?

Chats with the Principal
Parent Conferences
Parent classes such as Nutririon classes, supporting academics,behavior support strategies
Parent involvement in SSC, PTA, SGT, ELAC and other campus activities

The school 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?

Parent Conferences
Student Study Team meetings
IEP meetings
Standards Based Report Cards

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?

Professional Development
Trauma Informed Care Training
Cultural Compentency Training

The school 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?

Encouraging parents to:

- Monitor attendance.
- Make sure that homework is completed and returned to school.
- Monitor amount of television/screen time
- Volunteer in classrooms and on campus.
- Stay informed about child's education and communicate with the school by promptly reading all notices from the school or the school district either received by the child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

The school 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?

Flyers, Newletters and Notices sent home in parent's preferred language.
Providing translators at Parent Conferences, parent meetings and trainings.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Back to School Night
Parent Conferences in November and May
Parent Notification of Assessments (ELPAC, SBAC, DRA, FAST)
Progress Reports are provided to parents three times per year.
Chats with the Principal
Parent classes
Parent involvement in SSC, PTA, SGT, ELAC and other campus activities

The school 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?

Flyers, Newletters and Notices sent home in parent's preferred language.
Providing translators at Parent Conferences, parent meetings and trainings.

This Compact was adopted by Ibarra Elementary on September 25, 2020, and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before October 4, 2020.

Principal Mariclaret Patton
Date Approved: October 5, 2020

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.

SCHOOL PERFORMANCE OVERVIEW

Ibarra Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Yellow

English Learner Progress

No Performance Color

English Language Arts

Orange

Mathematics

Green

School Details

NAME
Ibarra Elementary

ADDRESS
4877 Orange Avenue
San Diego, CA 92115-4947

WEBSITE
N/A

GRADES SERVED
K-5

IBARRA ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
452	98.2%	63.1%	0.7%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

40.5 points below standard

Declined 3.6 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	3 Orange	1 Yellow
1 Green	0 Blue	

LEARN MORE

Mathematics

Green

24.3 points below standard

Increased 10.4 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	4 Yellow
2 Green	0 Blue	

LEARN MORE

English Learner Progress

53.1% making progress towards English language proficiency

Number of EL Students: 194

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%

IBARRA ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

16.6% chronically absent

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	5 Orange	0 Yellow
1 Green	0 Blue	

IBARRA ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Yellow

1.4% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	2	3
Red	Orange	Yellow

0	2
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

40.5 points below standard

Declined 3.6 Points ▼

Number of Students: 202

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

Students with Disabilities

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

African American

Green

Asian

Blue

No Students

No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

64.6 points below standard

Declined 9.6 Points ▼

Number of Students: 19

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

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: 2

Students with Disabilities

Red

97.3 points below standard

Declined 8.7 Points ▼

Number of Students: 51

English Learners

Orange

43.6 points below standard

Maintained -1.9 Points

Number of Students: 156

Hispanic

Orange

44.9 points below standard

Declined 11 Points ▼

Number of Students: 117

Socioeconomically Disadvantaged

Orange

41 points below standard

Declined 3.3 Points ▼

Number of Students: 200

African American

Yellow

58.6 points below standard

Increased 4.2 Points ▲

Number of Students: 38

Asian

Green

0.9 points below standard

Increased 4.5 Points ▲

Number of Students: 30

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	32.1 points below standard	36.9 points below standard	40.5 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

84.5 points below standard

Declined 4.1 Points ▼

Number of Students: 101

Reclassified English Learners

31.4 points above standard

Increased 6 Points ▲

Number of Students: 55

English Only

49.3 points below standard

Declined 23.9 Points ▼

Number of Students: 38

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

Green

24.3 points below standard

Increased 10.4 Points ▲

Number of Students: 202

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

African American

English Learners

Hispanic

Students with Disabilities

Green

Asian

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

41.8 points below standard

Declined 4.2 Points ▼

Number of Students: 19

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

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: 2

African American

Yellow

28.4 points below standard

Increased 25.2 Points ▲

Number of Students: 38

English Learners

Yellow

28.8 points below standard

Increased 7.2 Points ▲

Number of Students: 156

Hispanic

Yellow

32.8 points below standard

Increased 5.3 Points ▲

Number of Students: 117

Students with Disabilities

Yellow

85.1 points below standard

Increased 12.4 Points ▲

Number of Students: 51

Asian

Green

19 points above standard

Increased 9.5 Points ▲

Number of Students: 30

Socioeconomically Disadvantaged

Green

24.6 points below standard

Increased 11 Points ▲

Number of Students: 200

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	31.9 points below standard	34.7 points below standard	24.3 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.

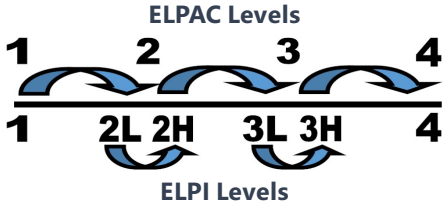
Current English Learners	Reclassified English Learners	English Only
63.3 points below standard	34.4 points above standard	28.6 points below standard
Maintained 0.3 Points	Increased 22.9 Points ▲	Increased 14.8 Points ▲
Number of Students: 101	Number of Students: 55	Number of Students: 38

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.

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



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

LEARN MORE

English Learner Progress

53.1% making progress towards English language proficiency

Number of EL Students: 194

Performance Level

Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	15.9%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	30.9%
ELs who Maintained ELPI Level 4	0.5%
ELs Who Progressed at Least One ELPI Level	52.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Orange

16.6% chronically absent

Maintained 0.2%

Number of Students: 506

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

Hispanic

Orange

African American

Students with Disabilities

English Learners

Homeless

Socioeconomically Disadvantaged

Yellow

No Students

Green

Asian

Blue

No Students

No Performance Color

American Indian

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: 6

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races

No Performance Color

18.2% chronically absent

Declined 6.8% ▼

Number of Students: 33

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Hispanic

Red

21.6% chronically absent

Maintained 0%

Number of Students: 264

African American

Orange

10.7% chronically absent

Increased 1.3% ▲

Number of Students: 112

Students with Disabilities

Orange

22.2% chronically absent

Declined 5.2% ▼

Number of Students: 81

English Learners

Orange

14.6% chronically absent

Increased 1.9% ▲

Number of Students: 342

Homeless

Orange

29.7% chronically absent

Declined 3.6% ▼

Number of Students: 64

Socioeconomically Disadvantaged

Orange

16.7% chronically absent

Maintained 0.4%

Number of Students: 496

Asian

Green

3.9% chronically absent

Declined 3.1% ▼

Number of Students: 76

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

Yellow

1.4% suspended at least once

Maintained 0.2%

Number of Students: 634

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Hispanic

Homeless

Yellow

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Green

No Students

Blue

African American

Asian

No Performance Color

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 38

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Hispanic

Orange

2.6% suspended at least once

Increased 0.4% ▲

Number of Students: 343

Homeless

Orange

2.7% suspended at least once

Increased 2.7% ▲

Number of Students: 74

English Learners

Yellow

1.5% suspended at least once

Maintained 0.1%

Number of Students: 412

Socioeconomically Disadvantaged

Yellow

1.5% suspended at least once

Maintained 0.2%

Number of Students: 617

Students with Disabilities

Yellow

1% suspended at least once

Increased 1% ▲

Number of Students: 101

African American

Blue

0% suspended at least once

Maintained 0%

Number of Students: 139

Asian

Blue

0% suspended at least once

Maintained 0%

Number of Students: 90

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ibarra
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	254	26.4	255	28.6	234	38.0	224	33.0	219	31.1	4.7	-1.9	258	24.0	258	25.6	248	35.1	229	31.9	223	38.6	14.6	6.7
Female	128	28.9	126	32.5	119	44.5	104	45.2	100	42.0	13.1	-3.2	132	26.5	126	25.4	127	33.1	108	38.0	102	48.0	21.5	10.0
Male	126	23.8	129	24.8	115	31.3	120	22.5	119	21.8	-2.0	-0.7	126	21.4	132	25.8	121	37.2	121	26.4	121	30.6	9.2	4.2
African American	36	22.2	38	18.4	36	30.6	44	27.3	43	18.6	-3.6	-8.7	37	16.2	41	17.1	43	18.6	45	24.4	46	34.8	18.6	10.4
Asian**	13	23.1	15	13.3	17	29.4	8	-	30	56.7	-	-	16	31.3	15	26.7	17	41.2	8	-	31	64.5	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	158	22.2	159	28.3	145	34.5	133	30.1	125	28.0	5.8	-2.1	157	21.0	159	23.9	147	34.7	135	28.9	125	32.8	11.8	3.9
Indochinese**	37	40.5	34	50.0	27	74.1	26	61.5	-	-	-	-	37	43.2	34	47.1	29	72.4	28	64.3	-	-	-	-
Native American	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	2	-	-	-	2	-	1	-	1	-	0	-	2	-	-	-
White	2	-	3	-	5	-	5	-	4	-	-	-	2	-	3	-	6	-	5	-	4	-	-	-
Multiracial	7	-	5	-	3	-	7	-	12	25.0	-	-	7	-	5	-	5	-	7	-	12	33.3	-	-
English Learner	156	14.1	117	12.0	89	16.9	111	12.6	108	13.0	-1.1	0.4	158	15.8	120	13.3	103	19.4	117	17.1	112	15.2	-0.6	-1.9
English-Speaking	98	45.9	138	42.8	145	51.0	113	53.1	111	48.6	2.7	-4.5	100	37.0	138	36.2	145	46.2	112	47.3	111	62.2	25.2	14.9
Reclassified†	63	47.6	73	58.9	101	58.4	73	61.6	58	62.1	14.5	0.5	63	46.0	73	47.9	101	50.5	73	54.8	58	74.1	28.1	19.3
Initially Eng. Speaking	35	42.9	65	24.6	44	34.1	40	37.5	53	34.0	-8.9	-3.5	37	21.6	65	23.1	44	36.4	39	33.3	53	49.1	27.5	15.8
Econ. Disadv.*	254	26.4	249	29.3	229	37.1	215	32.6	215	31.2	4.8	-1.4	258	24.0	252	25.8	242	34.3	219	31.5	218	38.1	14.1	6.6
Non-Econ. Disadv.	0	-	0	-	5	-	9	-	4	-	-	-	0	-	6	-	6	-	10	40.0	5	-	-	-
Gifted	62	54.8	52	50.0	42	71.4	17	76.5	16	81.3	26.5	4.8	62	50.0	52	53.8	42	66.7	17	88.2	16	93.8	43.8	5.6
Not Gifted	192	17.2	203	23.2	192	30.7	207	29.5	203	27.1	9.9	-2.4	196	15.8	206	18.4	206	28.6	212	27.4	207	34.3	18.5	6.9
With Disabilities	45	6.7	44	2.3	40	10.0	39	0.0	47	0.0	-6.7	0.0	45	4.4	44	6.8	40	2.5	39	0.0	47	2.1	-2.3	2.1
WO Disabilities	209	30.6	211	34.1	194	43.8	185	40.0	172	39.5	8.9	-0.5	213	28.2	214	29.4	208	41.3	190	38.4	176	48.3	20.1	9.9
Homeless	15	6.7	18	16.7	24	20.8	15	20.0	19	15.8	9.1	-4.2	15	20.0	18	11.1	25	20.0	15	33.3	22	22.7	2.7	-10.6
Foster	1	-	0	-	0	-	3	-	1	-	-	-	1	-	0	-	0	-	3	-	1	-	-	-
Military	1	-	1	-	1	-	1	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-

* 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
Ibarra
Grade 3

	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	95	33.7	83	27.7	75	30.7	73	35.6	74	23.0	-10.7	-12.6	96	37.5	86	27.9	77	49.4	77	37.7	76	46.1	8.6	8.4
Female	57	33.3	40	27.5	30	40.0	41	51.2	30	33.3	0.0	-17.9	58	37.9	40	25.0	31	51.6	44	47.7	31	48.4	10.5	0.7
Male	38	34.2	43	27.9	45	24.4	32	15.6	44	15.9	-18.3	0.3	38	36.8	46	30.4	46	47.8	33	24.2	45	44.4	7.6	20.2
African American	12	8.3	12	25.0	11	18.2	18	27.8	17	17.6	9.3	-10.2	13	15.4	15	26.7	12	16.7	19	26.3	19	42.1	26.7	15.8
Asian**	5	-	5	-	7	-	0	-	6	-	-	-	6	-	5	-	7	-	0	-	6	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	59	30.5	54	24.1	50	32.0	40	27.5	39	15.4	-15.1	-12.1	58	34.5	54	25.9	50	56.0	41	34.1	39	43.6	9.1	9.5
Indochinese**	15	66.7	7	-	6	-	10	80.0	-	-	-	-	15	66.7	7	-	6	-	12	66.7	-	-	-	-
Native American	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
White	1	-	3	-	0	-	1	-	3	-	-	-	1	-	3	-	0	-	1	-	3	-	-	-
Multiracial	2	-	1	-	1	-	4	-	5	-	-	-	2	-	1	-	2	-	4	-	5	-	-	-
English Learner	69	23.2	56	12.5	42	19.0	48	22.9	32	6.3	-16.9	-16.6	69	33.3	59	16.9	44	38.6	53	24.5	34	20.6	-12.7	-3.9
English-Speaking	26	61.5	27	59.3	33	45.5	25	60.0	42	35.7	-25.8	-24.3	27	48.1	27	51.9	33	63.6	24	66.7	42	66.7	18.6	0.0
Reclassified†	8	-	13	84.6	17	64.7	14	85.7	17	41.2	-	-44.5	8	-	13	76.9	17	82.4	14	78.6	17	76.5	-	-2.1
Initially Eng. Speaking	18	44.4	14	35.7	16	25.0	11	27.3	25	32.0	-12.4	4.7	19	26.3	14	28.6	16	43.8	10	50.0	25	60.0	33.7	10.0
Econ. Disadv.*	95	33.7	81	28.4	72	27.8	71	36.6	73	21.9	-11.8	-14.7	96	37.5	84	28.6	74	47.3	75	38.7	75	45.3	7.8	6.6
Non-Econ. Disadv.	0	-	0	-	3	-	2	-	1	-	-	-	0	-	2	-	3	-	2	-	1	-	-	-
Gifted	24	66.7	9	-	11	63.6	17	76.5	5	-	-	-	24	70.8	9	-	11	81.8	17	88.2	5	-	-	-
Not Gifted	71	22.5	74	23.0	64	25.0	73	35.6	69	18.8	-3.7	-16.8	72	26.4	77	23.4	66	43.9	77	37.7	71	42.3	15.9	4.6
With Disabilities	15	13.3	44	2.3	40	10.0	9	-	18	0.0	-13.3	-	15	13.3	15	20.0	40	2.5	9	-	18	5.6	-7.7	-
WO Disabilities	80	37.5	68	33.8	67	34.3	64	40.6	56	30.4	-7.1	-10.2	81	42.0	71	29.6	69	55.1	68	42.6	58	58.6	16.6	16.0
Homeless	8	-	5	-	24	20.8	6	-	6	-	-	-	8	-	5	-	9	-	6	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-

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** 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
Ibarra
Grade 4

	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	90	20.0	84	29.8	76	36.8	70	30.0	74	33.8	13.8	3.8	92	14.1	84	23.8	83	21.7	70	35.7	74	35.1	21.0	-0.6
Female	39	25.6	52	30.8	33	48.5	26	42.3	42	42.9	17.3	0.6	41	19.5	52	23.1	38	15.8	26	50.0	42	47.6	28.1	-2.4
Male	51	15.7	32	28.1	43	27.9	44	22.7	32	21.9	6.2	-0.8	51	9.8	32	25.0	45	26.7	44	27.3	32	18.8	9.0	-8.5
African American	15	26.7	13	0.0	13	38.5	10	30.0	16	6.3	-20.4	-23.7	15	20.0	13	0.0	17	11.8	10	30.0	16	25.0	5.0	-5.0
Asian**	2	-	6	-	4	-	4	-	12	75.0	-	-	4	-	6	-	4	-	4	-	12	66.7	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	55	16.4	51	29.4	46	32.6	46	30.4	40	30.0	13.6	-0.4	55	10.9	51	19.6	46	23.9	46	30.4	40	30.0	19.1	-0.4
Indochinese**	14	14.3	13	76.9	7	-	7	-	-	-	-	-	14	21.4	13	61.5	9	-	7	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	0	-	0	-	4	-	0	-	0	-	-	-	0	-	0	-	5	-	0	-	0	-	-	-
Multiracial	4	-	1	-	1	-	2	-	6	-	-	-	4	-	1	-	1	-	2	-	6	-	-	-
English Learner	60	10.0	44	15.9	35	14.3	34	8.8	43	16.3	6.3	7.5	62	3.2	44	11.4	42	4.8	34	17.6	43	11.6	8.4	-6.0
English-Speaking	30	40.0	40	45.0	41	56.1	36	50.0	31	58.1	18.1	8.1	30	36.7	40	37.5	41	39.0	36	52.8	31	67.7	31.0	14.9
Reclassified†	18	44.4	23	65.2	27	59.3	23	60.9	16	81.3	36.9	20.4	18	44.4	23	52.2	27	40.7	23	69.6	16	93.8	49.4	24.2
Initially Eng. Speaking	12	33.3	17	17.6	14	50.0	13	30.8	15	33.3	0.0	2.5	12	25.0	17	17.6	14	35.7	13	23.1	15	40.0	15.0	16.9
Econ. Disadv.*	90	20.0	84	29.8	74	36.5	67	28.4	73	34.2	14.2	5.8	92	14.1	84	23.8	81	21.0	67	34.3	73	35.6	21.5	1.3
Non-Econ. Disadv.	0	-	0	-	2	-	3	-	1	-	-	-	0	-	0	-	2	-	3	-	1	-	-	-
Gifted	22	45.5	22	50.0	8	-	11	81.8	1	-	-	-	22	31.8	22	54.5	8	-	11	90.9	1	-	-	-
Not Gifted	68	11.8	62	22.6	68	33.8	59	20.3	73	32.9	21.1	12.6	70	8.6	62	12.9	75	17.3	59	25.4	73	34.2	25.6	8.8
With Disabilities	15	6.7	15	6.7	15	13.3	15	0.0	16	0.0	-6.7	0.0	15	0.0	15	0.0	15	6.7	15	0.0	16	0.0	0.0	0.0
WO Disabilities	75	22.7	69	34.8	61	42.6	55	38.2	58	43.1	20.4	4.9	77	16.9	69	29.0	68	25.0	55	45.5	58	44.8	27.9	-0.7
Homeless	6	-	9	-	4	-	5	-	5	-	-	-	6	-	9	-	25	20.0	5	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-

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

	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	69	24.6	88	28.4	83	45.8	81	33.3	71	36.6	12.0	3.3	70	18.6	88	25.0	88	35.2	82	23.2	73	34.2	15.6	11.0
Female	32	25.0	34	41.2	56	44.6	37	40.5	28	50.0	25.0	9.5	33	15.2	34	29.4	58	34.5	38	18.4	29	48.3	33.1	29.9
Male	37	24.3	54	20.4	27	48.1	44	27.3	43	27.9	3.6	0.6	37	21.6	54	22.2	30	36.7	44	27.3	44	25.0	3.4	-2.3
African American	9	-	13	30.8	12	33.3	16	25.0	10	40.0	-	15.0	9	-	13	23.1	14	28.6	16	18.8	11	36.4	-	17.6
Asian**	6	-	4	-	6	-	4	-	12	41.7	-	-	6	-	4	-	6	-	4	-	13	69.2	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	44	18.2	54	31.5	49	38.8	47	31.9	46	37.0	18.8	5.1	44	15.9	54	25.9	51	23.5	48	22.9	46	26.1	10.2	3.2
Indochinese**	8	-	14	21.4	14	85.7	9	-	-	-	-	-	8	-	14	28.6	14	85.7	9	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	1	-	0	-	1	-	4	-	1	-	-	-	1	-	0	-	1	-	4	-	1	-	-	-
Multiracial	1	-	3	-	1	-	1	-	1	-	-	-	1	-	3	-	2	-	1	-	1	-	-	-
English Learner	27	0.0	17	0.0	12	16.7	29	0.0	33	15.2	15.2	15.2	27	0.0	17	5.9	17	5.9	30	3.3	35	14.3	14.3	11.0
English-Speaking	42	40.5	71	35.2	71	50.7	52	51.9	38	55.3	14.8	3.4	43	30.2	71	29.6	71	42.3	52	34.6	38	52.6	22.4	18.0
Reclassified†	37	37.8	37	45.9	57	56.1	36	52.8	25	64.0	26.2	11.2	37	35.1	37	35.1	57	45.6	36	36.1	25	60.0	24.9	23.9
Initially Eng. Speaking	5	-	34	23.5	14	28.6	16	50.0	13	38.5	-	-11.5	6	-	34	23.5	14	28.6	16	31.3	13	38.5	-	7.2
Econ. Disadv.*	69	24.6	84	29.8	83	45.8	77	32.5	69	37.7	13.1	5.2	70	18.6	84	25.0	87	35.6	77	22.1	70	32.9	14.3	10.8
Non-Econ. Disadv.	0	-	0	-	5	-	4	-	2	-	-	-	0	-	4	-	6	-	5	-	3	-	-	-
Gifted	16	50.0	21	42.9	23	78.3	6	-	10	80.0	30.0	-	16	43.8	21	47.6	23	60.9	6	-	10	90.0	46.2	-
Not Gifted	53	17.0	67	23.9	60	33.3	75	30.7	61	29.5	12.5	-1.2	54	11.1	67	17.9	65	26.2	76	18.4	63	25.4	14.3	7.0
With Disabilities	15	0.0	44	2.3	17	11.8	15	0.0	13	0.0	0.0	0.0	15	0.0	14	0.0	40	2.5	15	0.0	13	0.0	0.0	0.0
WO Disabilities	54	31.5	74	33.8	66	54.5	66	40.9	58	44.8	13.3	3.9	55	23.6	74	29.7	71	43.7	67	28.4	60	41.7	18.1	13.3
Homeless	1	-	4	-	11	36.4	4	-	8	-	-	-	1	-	4	-	11	18.2	4	-	9	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-

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APPENDIX E

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

SCHOOL NAME: IBARRA ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

All subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell) targeted to individual student needs. Teachers will participate in weekly PLCs to review data and monitor student academic improvement. District coaches in ELD will support teachers in observing student learning and planning strategic lessons to enhance instruction. Benchmark assessments will also be utilized to monitor academic growth. Daily ELD utilizing new curriculum will also support student learning. All students have opportunity to experience the arts from fine arts teachers (dance, drama, art) weekly while classroom teachers have weekly PLCs to study together.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	0.40000	$52,713.42	09800-1109	Resource teacher will support classroom teachers with Tier 1 interventions; Provide support for English Learners in acquiring English and accessing grade level content;	RT push in is consistent and we believe that collaboration, coaching, GR, dEL, and small group instruction is the key to improving teaching and learning at Ibarra		Efforts will be laser focused on purposeful planning, collaboration in PLCs, and making decisions based on on-going monitoring of students outside the sphere of success.

				collaborate with teachers to impact instruction; support professional development to classroom teachers with tier 1 instruction and supports Tier 2 interventions with students. Collaboration includes support i n academics, social/ emotional, assessments direct instruction to potential to LTEL's.	Fountas and Pinnell School wide Phonics purchase aided in building a GVC		Enlist resource support form district coaches as well as DART coaches to build on a school wide monitoring system.
Non Clsrm Tchr Hrly		$19,999.09	09800-1957	Teachers will tutor students before and after school. ILT also does curriculum writing.	Tutoring is effective at targeting specific needs of students. Curriculum writing did not take place due to school closures	Not enough teachers to tutor	Pay visiting teachers, retired teachers to expand tutoring program Training and support of District wide adoption of Benchmark Curriuculum

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

All students K-5 will visit the library twice a week and listen to a Read-Aloud and the ability to check out books. By increasing library time are intent is to expose students to positive literacy interactions which will promote literacy in all academic areas..

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$8,414.49	09800-1157	Tutoring before and after school and curriculum writing.			
Supplies		$860.00	09800-4301	Scholastic News stories to build Non-Fiction reading skills, increase content knowledge skills and increase a love for learning.	Purchase of high interest reading materials increases student engagement and thus reading skills		
Software License		$10,000.00	09800-5841	Learning Upgrade and Raz kids support ELA.	Effective and accessible	Not renewing LU, will access more rigorous programs	keeping razkids and using other online apps at no cost (EPIC, Starfall…)

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 2

***Strategy/Activity - Description**

Additional opportunities for students to participate in reteaching, small group and differentiated instruction. Math tutoring is provided by classroom teachers after school. We will continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide quality professional development. Online math programs (Learning Upgrade) will compliment math instruction.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Before and after math tutoring, lesson studies and additional training (district and/or county).	Effective at providing small group, one on one support for students.	Not enough teachers to tutor school wide	Expand opportunities for more teachers to become tutors. Enlist VTs and retired teachers to tutor.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Resource Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). Teachers will have opportunities to attend district workshops and/or participate in co-teaching model with district math coach. Teachers will provide visual charts, manipulatives, white boards, teach the specific academic language of mathematics, provide math journals as a resource and amplify the most important language that students are expected to highlight on the central mathematical ideas of each unit.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	09800-1109	Resource teacher will support English Learners to close the achievement gap; English Learners graduation.	RT supported classroom teachers with Tier 1 instruction and worked with small groups of English Learners. Focused on first grade students in order to ensure that all students are reading at or above grade level by the end of 3rd grade. RT also supported professional development, collaborated with classroom teachers	Visiting teachers released classroom teachers on a bi-weekly basis for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted actual time in the PLC	Hold PLCs on minimum days alternating weeks and grades. All staff PD will be limited as the need to focus on specific needs of teachers and students at the different grade levels.

					with Tier 1 instruction and supported struggling students with Tier 2 interventions.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

School Name: Ibarra ES Evaluation of Title I Funded (30100, 30103, 30106, 31820)of Actions/Activities SPSA School Year Evaluated: 2019-20				
Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. **Must be evidence-based intervention** designed to improve academic achievement.	**Analysis:** **Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.** **Description:** **Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**		**Modification based on evaluation results.** What are my goals between now and the next quarterly check in to meet the identified goals in the SPSA? What are my leadership strategies in service of my goals?
		What is working (effective) and why?	What is not working (ineffective) and why?	
Area Goal 1: Safe, Collaborative, and Inclusive Culture	Activity 1 Guidance Asst. 30100 Attendance Asst. 30106 Guidance/Attend Asst Hrly 31820 Conference Local 31820 Sub Weekly attendance reports enable team (principal, counselor, guidance assistant, attendance clerk) to review and analyze data for individual students, subgroups and/or classroom attendance. The Attendance Committee will meet bi-weekly throughout the school year. One classroom at every grade level with perfect attendance is recognized at weekly Friday morning assemblies. One K-2 classroom and one 3-5 classroom are also recognized for best attendance of the month. Each	Attendance team meetings to discuss supports for chronic absenteeism. Home visits. Weekly Incentives Daily phone calls to absent students Attendance awards weekly. Hi Five award. Up another .87 since this time last year at 31st Current year Rank of 118 ES	ICan attendance program-pulls key staff off site for full days, when we need to be boots to the ground.	Providing Principal Incentives (standing on my hear, doing the splits, extra recess, read alouds…) Consistent messages from my staff and me around the importance of being at school every day.

	classroom takes a trophy to their room for the month. Also individual students who have perfect attendance are recognized by the principal in their classrooms once a month. Students receive a certificate and a fancy pencil. The county training will provide our team with additional strategies to support improved student attendance. We will also consult and collaborate with SSC and ELAC on our goal to improve overall attendance.	. Discussed attendance at every parent meeting, as well as every Friday assembly. Will be a focus for a Family Friday.		
Notes and Reminders (Optional):				
Area Goal 2: English Language Arts	Activity 1 Services & Other Operating 30100 Prof&Curriclm Dev Vist Tchr 30106 Prof&Curriclm Dev Vist Tchr 31820 Supplies 31820 All subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell) targeted to individual student needs. Teachers will participate in weekly PLC's to review data and monitor student academic improvement. District coaches in ELD and math will support teachers in observing student learning and planning strategic lessons to enhance instruction. Benchmark assessments will also be utilized to monitor academic growth. Daily ELD utilizing new curriculum will also support student learning.	Guided Reading is our focus school wide. We are in the process of purchasing curriculum (Fountas and Pinnell GR?) to work in tandem with the F and P Phonics program. PLCs are happening bi-weekly through VAPA support. Completion of an ELD coaching cycle has taken place (Nov./Dec, 2019) Ongoing common assessments and data driven instructional decisions are made during PLCs.Teachers are planning together and we are using a school wide common text-The Next Step Forward in Guided Reading for common		Model GR/ELD Observe GR/ELD Debrief GR/ELD essons

		planning and to build standards based lessons.		
	Activity 2 In school Resource Tchr 30100 Subgroups will receive whole group reading instruction, guided reading, and daily instruction in phonics (Fountas and Pinnell) targeted to individual student needs. Teachers will participate in weekly PLCs to review data and monitor student academic improvement. District coaches in ELD will support teachers in observing student learning and planning strategic lessons to enhance instruction. Benchmark assessments will also be utilized to monitor academic growth. Daily ELD utilizing new curriculum will also support student learning. All students have opportunity to experience the arts from fine arts teachers (dance, drama, art) weekly while classroom teachers have weekly PLCs to study together.	Resource Teacher provides small group, push in instruction, as well as Small group instruction with focus students, coordinates push in schedule with teachers' and principal's small group schedule. Leads and administers ELPAC testing and use data to support teaching and learning	Inconsistencies within and across the grade levels around daily ELD, daily GR, student expectations	Regular classroom observations and push in support is providing me with the data I need support teaching and learning. Currently push into 7 classrooms (K and 1) per week. Tuesday, Thursday, and Friday.
	Activity 3 Library Asst. 30100 Supplies 30100 All students at Ibarra will benefit from the strategy/ activity English Language Arts, specifically the following subgroups; Hispanic, English Learners, Students with Disabilities, and students who are considered Socially Economically Disadvantaged.	Narrowed down to 3 candidates will make a decision by Tuesday, February 11, 2020.		

	Activity 4 Prof&Curriclm Dev Vist Tchr 31820 Contracted Svcs Less Than $25K 31820 Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in weekly three-hour PLCS for each grade level. Professional Learning Communities(PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. Students will be attending Visual and Performing Arts classes each week for approximately 3 hours a week to experience Art, Dance and Drama which will provided a well rounded education for our students. An evidence-based curriculum will be purchased to support all students with an emphasis as an intervention for Tier 2 and Students with Special Needs.	PLCs take place every two weeks giving teachers opportunity to look at data, student work, and plan based upon student needs, with a special emphasis on focus students. Fountas and Pinnell consultant to work with teams 3 times (December, February, and March.	VAPA was weekly, but after analysis it was determined that the weekly PLCs not only greatly affected the instructional minutes, but did not allow for implementation of planned instruction or thorough data collection in the short turnaround time.	PLC agendas turned in to me. Meet with ILT and PLCs to discuss next steps.
Notes and Reminders (Optional):				
Area Goal 3: Mathematics	Activity 1. Interprogram Serv/Paper 30100 Supplies 30100 Prof & Curr Dev Vist Tchr 31820			

	Contracted Svcs Less Than $25K 31820 Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time will be provided in weekly three-hour PLCS for each grade level. Professional Learning Communities(PLC's) provide teachers with time to analyze data in order to monitor student progress as well as to plan next steps. Students will be attending Visual and Performing Arts classes each week for approximately 3 hours a week to experience Art, Dance and Drama which will provided a well rounded education for our students.	PLCs every other week provide the teachers adequate time to analyze data and monitor progress.	Weekly PLCs cut in too deeply to the instructional minutes.	Attend PLCs Review PLC agendas and notes Observe VAPA classes
	Activity 2 Supplies 30100 Additional opportunities for students to participate in reteaching, small group and differentiated instruction. Math tutoring is provided by classroom teachers after school. We will continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide quality professional development. Online math programs (Learning Upgrade) will compliment math instruction	Learning Upgrade, RazKids Before School Tutoring Purchased books for classroom libraries, Magnetic Letters K-3 to support phonics program, building a culture of reading with Positive Literacy messages and building a culture of reading throughout the school.		

Notes and Reminders (Optional):				
Area Goal 4: English Learners	Activity 1 Supplies 30100 Resource Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier 1 instruction). Teachers will have opportunities to attend district workshops and/or participate in co-teaching model with district math coach. Teachers will provide visual charts, manipulatives, white boards, teach the specific academic language of mathematics, provide math journals as a resource and amplify the most important language that students are expected to highlight on the central mathematical ideas of each unit.	Several teachers are signed up for trainings around ELA and Math to strengthen Tier One instruction. School wide book study, The Next Steps in Guided Reading. Math Coaching Cycles Number talks to build language	Lack of time to meet for Book Study beyond the PLC time. Want the math coaches more!	Ongoing observations, conversations, Instructional message in weekly bulletin around EL and Math instruction.
Notes and Reminders (Optional):				
Area Goal 5: Students with Disabilities	Activity 1 N/A			
Notes and Reminders (Optional):				

Area Goal 6: Family Engagement	Activity 1 Clerical OTBS Hrly 30103 Other Nonclsrm PARAS Hrly 30103 In-service supplies 30103 Postage Expense 30103 Allocate funds for In-service supplies for parent meetings and workshops. Allocate funds to purchase paper for in service and meetings for parents and School/Home communication.	Family Fridays begin February 28, 2020 and will be the last Friday of the month. Topics to address will be attendance, safety, how to support learning at home...parents attend short interactive presentation and then participate in their child's classroom. Active ELAC, SSC, and SGT meet regularly to garner parent input and support. Ibarra has an functioning PTA this school year.	Only a few members on start up PTA.	School Messenger messages, high visibility, personal contact to encourage parents to participate with numerous options to do so. Sprucing up our parent center with some Prop S funds (new tables, a computer...)
Notes and Reminders (Optional):				
Area Goal 7: Graduation/Promotion	Activity 1 In school Resource Tchr 30100 RT will continue to support and collaborate with classroom teachers to impact student learning. Classroom teachers will collaborate in PLCS with administrator and resource teacher to plan and implement differentiated instruction and supports for struggling students (Tier 1 instruction). RT will work with ELD and math coaches and teachers to support professional development in both ELA and Math. RT will work directly with teachers and students to positively impact academic progress. VAPA teachers teach drama, dance and art to our	RT works closely with HRS team, ILT, PLC, Math coaches, and principal to support teaching and learning. Approximating consistent data collection.	Time, RT is spread thin supporting PLCs, Data collection, Special Education team, ELs, ELAC coordinator... School wide data collection and analysis is not yet as strong as it could be and will be.	Re-visit RT and other support staff schedules to work smarter in order to better support our focus students. District FAST folks scheduled to work with each grade level during PLCs February and March to provide training and support.