

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MIRAMAR RANCH ELEMENTARY** SCHOOL

2020-21

37-68338-6069116
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: Kalicki, Carolyn

Contact Person: Kalicki, Carolyn

Position: Principal

Telephone Number: (858) 271-0470

Address: 10770 Red Cedar Dr, Miramar Ranch Elementary, San Diego, CA, 92131-1204

E-mail Address: ckalicki@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: *Miramar Ranch Elementary*

SITE CONTACT PERSON: *Carolyn Kalicki*

PHONE:

FAX:

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

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

- Title 1 Schoolwide Programs (SWP) CSI School

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <i>9-24-2020</i> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: *9-30-2020*

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

Carolyn Kalicki

Type/Print Name of School Principal

ROBERT VALOER

Type/Print Name of SSC Chairperson

Kunal Soodra

Type/Print Name of ELAC Chairperson

CKalicki 10-6-2020
Signature of School Principal / Date

[Signature] 9-25-2020
Signature of SSC Chairperson / Date

Kunal 10-6-2020
Signature of ELAC Chairperson / Date

Monika Hazel

Type/Print Name of Area Superintendent

Monika Hazel 10/19/20
Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

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

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a non-Title I school. Through an in depth analysis of student data including parent, staff and student surveys, goal were determined and actions were planned to support these goals. Due to school closure in March of 2020, some data from the 2018-2019 school year has been utilized as it is still a reflection of the needs of our school and there is no updated data to support that area of need.

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)

Multiple groups contributed to the input this year to develop Miramar Ranch Elementary's budget and SPSA. These groups include ELAC, School Site Council, and staff.

All parents were informed of participating on School Site Council via phone call and email. Additionally, parents were informed about the roles and responsibilities of School Site Council through parent email communication. Nominations were made and elections were held. The committee (based on elections) was formed. The committee received data prior to meeting for review and then attended a School Site Council meeting on September 30, 2020. During this meeting, data was reviewed and goals were created. Parents of English Language Learners were informed of ELAC meeting via phone and email. ELAC Meeting was held September 24, 2020 to review drafted goals. ELAC Parents were supportive of goals as presented and inquired about our ELD program. Goals were finalized with ELAC input and voted by School Site Council on September 30, 2020. Additional meetings for ELAC and School Site Council are scheduled throughout the year and will receive progress updates at these meetings. These goals will be the focus for staff development and guide the conversations at PLC/ILT meetings throughout the year.

Due to school closures, meetings were held via zoom. Parents were sent information on how to participate. Meeting reminders were sent and information was displayed on our school marquee.

RESOURCE INEQUITIES

On the 2018-2019 CAASPP, Miramar Ranch Elementary had 81% proficiency or above in ELA with 82% proficiency or above in mathematics. Third grade had 79% proficiency in ELA with 84% proficiency in mathematics. Fourth grade had 83% proficiency in ELA with 84% proficiency in mathematics. Fifth grade had 82% proficiency in ELA with 78% in mathematics.

While English Language Learners had significant gains of 28% in ELA with 55% proficient or above and 10% gains in math with 44% proficient, there is still a significant achievement gap between our school wide proficiency and our English Learner Proficiency.

Additionally, our students with disability made no increase in proficiency. To develop goals for this plan, we used 2018-2019 CAASPP data, 2018-2019 parent and staff survey data along with 2018-2019 Healthy Kids survey. 2019-2020 ELPAC data and the 2019-2020 California Dashboard was also utilized to develop goals. Our limited data was due to school closure in March 2020 and the cancellation of the CASSPP.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Carolyn Kalicki	Principal
Kunal Srivastava	Parent
Robert Valdez	Parent
Kerri Keough	Teacher
Carol Munoz	Teacher
Kevin Werner	Parent
Kendra Damodaran	Teacher
Michael Pondrom	Parent
Basit Mansoor	Parent
Mila Usherenko	Classified Staff

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.

Students in grades 1-5 who received a Hawk Star award attended Hawk Star lunch with principal. This allowed the principal to connect with students and to allow students an opportunity to share ideas with principal. Due to school closures, not all students were able to participate in this opportunity. Principal met monthly with student council and regularly participated with Safety Patrol on duty. Principal hosted 5th grade games the last week of school along with hosting fifth grade promotion via zoom and hosting a drive by celebration for our fifth grade students.

Due to school closures, no student survey was completed. Student leadership is still an area of growth to create systemic programs to support student leadership.

*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.

Principal actions lead to students to begin to make a connection with principal; however, the actions did not create a structured school plan for student leadership. This goal will continue this year so students continue to feel like they have a voice and that this is their school. Creating a system utilizing student council, helpful hawks, and safety patrol leaders in a more purposeful way. Students in grades K-2 should see the impact of the student leaders in grades 3-5.

***Changes**

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

The changes that will be made are to create a system with scheduled meetings and activities for the variety of student leadership groups. Each group will have a clear vision and purpose developed with the students. The annual outcome is that student will have a more meaningful participation in school. Additionally, monitoring participation for our students from our sub groups such as students with disabilities, to English learners to our black students.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Fifth Grade	Increase the amount of students who feel that they have meaningful participation in our school	31%	50%	CAL-SCHLS (CHKS)	Annually
June 2021	TK-5	Decrease school wide % of students who are chronically absent	5.7%	3.7%	Attendance	Annually

***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.

Annually our fifth grade students at Miramar Ranch participate in our California Healthy Kids Survey. In the 2018-2019 survey, students were asked if they have the opportunity to help decide school and classroom activities. Meaningful participation is listed as one of the key indicators for the California Healthy Kids survey. The other areas of key indicators on this survey are school connectedness, academic motivation, caring adult relationships, and high expectations. All of these other categories students responded with a 50% or higher. For meaningful participation only 31% of the students felt that they had meaningful participation at school. Research indicated that students who believe they have a voice in school are seven times more likely to be academically motivated than students who do not believe they have a voice. In closing the achievement gap for this goal and to support our inclusive school where all students feel welcomed and supported by peers and staff, our focus population will be our students with disabilities. We will work with teachers to ensure that they are participating in the student leadership groups and included in all of our activities and discussion in the decision making

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

process. We have three programs for student leadership: safety patrol (5th graders), student council (4-5 grade) and helpful hawks (3-4-5 grade). Our helpful hawks program has seen a decrease in participation in the program. This past year only 24 students participated and mostly consisting of third graders which indicates there is an interest but students continuing participation does not maintain that momentum.

Chronic Attendance at MRE has been flat for the last two years at approximately 5.7%. We will utilize support from our attendance clerk, school counselor and VP to closely monitor absences and intervene through counseling and home visits.

*Online Learning Implications

During online learning, all teachers take attendance daily to ensure that students are participating daily in school. Administration is monitoring attendance daily. All teachers offer office hours for students to connect with teacher. Teacher provide lessons on social emotional learning on a weekly basis. Daily peer interaction and classroom incentives are also part of our online learning at Miramar Ranch. Student committees (Helpful Hawks, Safety Patrol and Student Council) will still meet regularly during online learning.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Fifth Grade	Students with Disabilities	Increase the amount of students who feel that they have meaningful participation in our school	31%	50%	CAL-SCHLS (CHKS)	Annually
June 2021	Fifth Grade	Students with Disabilities	Increase the amount of students who feel that they have meaningful participation in our school	31%	50%	CAL-SCHLS (CHKS)	Annually
June 2021	TK-5	Students with Disabilities	Decrease % of students school wide who are chronically absent.	16.7%	11.7%	Chronic Absenteeism	Annually

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Socioeconomically Disadvantaged	Decrease % of students school wide who are chronically absent.	13%	8%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease % of students school wide who are chronically absent.	9%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	Decrease % of students school wide who are chronically absent.	6.5%	1.5%	Chronic Absenteeism	Annually

Student Leadership groups

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

All students will benefit from increasing our meaningful participation and student voice on our campus. Miramar Ranch has three student leadership groups: Helpful Hawks, Safety Patrol and Student Council. Each student group will have a well-defined purpose on our campus. Each program has been advertised through parent email communication, Instagram and classroom communication along with sharing information at all parent advisory meetings such as ELAC, FFA and SSC. Additionally, students with disabilities will be encouraged and sought out to participate in these groups. Administration will use master list of students with disability to monitor participation by students.

***Strategy/Activity - Description**

This year we are adding structure to these programs by consistent meeting schedules, regular activities and a clear purpose on campus will provide more structure to this program. Student council leads our monthly flag assemblies. Helpful Hawks will lead kindness activities on campus including continuing our certification as a "No Place for Hate School". Safety Patrol will work with our Police officer to ensure that our crosswalks are safe. Chronic Attendance at MRE has been flat for the last two years at approximately 5.7%. We will utilize support from our attendance clerk, school counselor and VP to closely monitor absences and intervene through counseling and home visits.

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

No additional supports are needed for this action to be implemented.

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.

Due to state assessments being suspended in spring of 2020, Miramar Ranch Elementary will utilize CASSPP data from 2018-2019 to support ELA goals during the 2020-2021 school year. Past staff development focused on independent reading and getting the "just right" level book into students' hands on a regular basis. PLCs were utilized to grow teacher's skills in independent reading conferences. Resources were used for planning time and purchasing books to increase classroom libraries.

Other than state assessment data, MRE does not have consistent school wide assessments in the area of reading. FAST and DRA assessments are being utilized randomly by teachers with no analysis or school wide focus. ELPAC data is collected and actively analyzed. This data is shared with the staff. The ELPAC data will be used as an example for future progress monitoring systems.

Outcomes/Effectiveness

Percentage of students meeting/exceeding grade level expectations at the end of the 2018-2019 school year:

SBAC, ELA: Overall (all students): 81%: scores decreased 1% from previous year.

SBAC, ELA: English Learners: 55%: scores increased 28% from previous year

SBAC, ELA: Students with Disabilities: 43%: scores increased 2% from previous year.

SBAC, ELA: Military: 75%: scores decreased 6% from previous year

***Major Differences**

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

The major differences in the area of ELA are the differences in performances from our ELs at 55% proficient versus our Students with Disabilities with 43% proficiency. Classroom observations from administration demonstrated that there is a stronger collaboration between EL support staff then there is between support staff with Students with Disabilities. Classroom observation data showed there is a deeper connection to classroom curriculum and ELD then there for our 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.

Our focus will be on matching students' needs with instructional practices. Monthly staff development will provide teachers the opportunity to grow their knowledge in the area of student task at correct level of difficulty. Utilizing the district VAPA program to provide consistent support for PLC time will create a structured schedule. Educational Specialists will be provided visiting teachers to ensure that they are actively participating in these scheduled PLC days. PLC days will focus on standards and assessments. Educational specialist will ensure that all students with disabilities ae following and completing all assessments based on assessment plans. Teachers will use PLC time to discuss these best practices, create actions needed for individual student progress, and monitor student progress utilizing consistent data.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting and exceeding grade level standards	81%	86%	CAASPP ELA	Annually
June 2021	3-5	Increase percentage of students meeting and exceeding grade level standards	Baseline	86%	FAST aReading	3 x per year

***Identified Need**

Due to state suspending CAASPP for the 2019-2020 school year due to COVID-19, analysis of the 2018-2019 CAASPP data shows that, the percentage of students meeting/exceeding proficiency showed no increase or decrease. To support underperforming students we will focus on utilizing ongoing assessments to target instructional practices to meet specific student needs. Progress monitoring will be utilized to analyze effectiveness of instructional practices. During professional development and PLC time, teachers will develop grade level assessment plan, identify these students, align instructional

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

practices to support student needs. Staff will identify mismatches between learner and classroom demands. Additionally, staff will utilize SBAC release questions and interim assessments.

*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.

- Assessments will be used to assess mastery toward grade level standards.

-Flexibility for teachers to provide both whole group, small group and individual instruction based on ongoing assessment data.

*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	Students with Disabilities	Increase percent proficient and exceeding	43%	50%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase percent proficient and exceeding	55%	60%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase percent proficient and exceeding	Baseline	50%	FAST aReading	3 x per year
June 2021	3-5	English Learner	Increase percent proficient and exceeding	Baseline	60%	FAST aReading	3 x per year

Summative ELA Assessments

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/action in the area of English Language Arts, specifically the following subgroups: Students with disabilities and English Language Learners. Currently we have 74 English Language learners at Miramar Ranch with 24 English Language Learners in grades 3-5 that will be eligible to take the CAASPP in spring 2021. There are 63 students with disabilities with 34 in grades 3-5 that will be eligible for the CAASPP in spring 2021

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The progress of both ELLs and students with disabilities will be closely monitored throughout the school year on their progress utilizing common ongoing assessments and google sheets to provide common location for collecting data.

*Strategy/Activity - Description

Professional Learning will be supported by monthly grade level PLCs and monthly staff development. Teachers will work collaboratively to share best practices and identify students' needs based on assessments.

To strengthen ELA, professional learning will include two main areas of study in the 2019-2020 school year: (1) Correcting mismatches between learner and classroom tasks and (2) rigorous classroom tasks.

These two areas include:

- Strengthening Tier 1 instruction to meet the needs of the individual learners; Differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't get it -shifting mindset/culture
- Formative Assessments on a regular basis to determine next steps
- Work on a strengths based approach to determine root causes and to correct mismatches for under performance; deepen teacher intervention strategies toolbox
- Provide opportunities for cross curriculum sharing with general education teachers and pullout supports for students with disabilities and designated ELD groups.
- Ed Specialists to participate in PLCs on a regular basis.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Special Ed Tech Clsrm Hrly				0210-09800-00-2154-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 4- Supporting English Learners Ref Id : N02106E	Support students with Tier 2 reading intervention.

*Additional Supports for this Strategy/Activity

Site Funds will be utilized:

- Visiting teachers for educational specialist to participate in grade level PLC days
- District VAPA program to provide PLC time for grade levels
- Support staff for ELs

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

Teachers in K-5 utilized the Envision math program. Teachers followed the math book timelines and assessments. Classroom observation by administration demonstrated that pre-assessments and formative assessments were not utilized on a consistent basis to monitor student knowledge prior to unit of study.

Outcomes/Effectiveness

Percentage of students meeting/exceeding grade level expectations at the end of the 2018-2019 school year:

- SBAC, Math: Overall (all students): 82% no increase or decrease
- SBAC, Math, English Language Learners: 44%; increase of 10%
- SBAC, Math, Students with Disabilities: 66%: decrease of 3%
- SBAC, Math, Military: 72%: decrease of 16%

*Major Differences

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

The overall effectiveness was difficult to monitor due to no new CAASPP data from state assessments. From a classroom observation and school observation, teachers need structured support and expectations to utilize pre-assessments to match student task with student knowledge to meet correct level of difficulty.

***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 2020-2021, the changes that will be made will be providing teachers with the classroom structure of pre-assessments and ongoing formative assessments throughout a unit of study to match student knowledge with the correct level of difficulty of the task.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase number of student who meet/exceed proficiency	82%	87%	CAASPP Math	Annually
June 2021	3-5	Increase number of student who meet/exceed proficiency	Baseline	87%	FAST aMath	3 x per year

***Identified Need**

Due to suspension of state assessments, data from 2018-2019 will guide this goal:
 CAASPP, Math: Overall (all students): 82% no increase or decrease
 CAASPP, Math, English Language Learners: 44%; increase of 10%
 CAASPP, Math, Students with Disabilities: 66%: decrease of 3%
 CAASPP, Math, Military: 72%: decrease of 16%

***Online Learning Implications**

- During online learning at MRE, teachers use:
- 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.
- Pre-assessments to identify students' prior knowledge on a unit of study.
- Professional development to match identified student area of need with given student task.

*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 amount of students that meet/exceed proficiency	44%	50%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase amount of students that meet/exceed proficiency	66%	71%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase amount of students that meet/exceed proficiency	Baseline	50%	FAST aMath	3 x per year
June 2021	3-5	Students with Disabilities	Increase amount of students that meet/exceed proficiency	Baseline	71%	FAST aMath	3 x per year

Correct Level of Difficulty

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

All students will be served with a targeted focus on students with disabilities and English language learners. While English learners scores did improve by 10% in 2018-2019, the overall level of proficiency is still significantly lower than the overall school proficiency. English learners had 44% proficient while school overall was 82% proficient. Students with disabilities had 66% proficiency, which is significantly higher than EL; however, it still shows a significant achievement gap to overall school proficiency.

***Strategy/Activity - Description**

Professional development needs to focus on the use of pre-assessment and matching correct level of difficulty to student knowledge. To strengthen math, professional learning will include two main areas of study in the 2019-2020 school year: (1) Correcting mismatches between learner and classroom tasks and (2) rigorous classroom tasks. These two areas include:
 -Strengthening Tier 1 instruction to meet the needs of the individual learners; Differentiation
 -Intentional Planning: planning questions, supports, etc. for when students don't get it -shifting mindset/culture

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Formative Assessments on a regular basis to determine next steps
- Work on a strengths based approach to determine root causes and to correct mismatches for under performance; deepen teacher intervention strategies toolbox
- Provide opportunities for cross curriculum sharing with general education teachers and pullout supports for students with disabilities.
- Utilize Language goals during math instruction to support ELs
- Ed Specialists to participate in PLCs on a regular basis.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Special Ed Tech Clsrn Hrly				0210-09800-00-2154-1000-4760-01000-0000	LCFF Intervention Support	English Learners	Goal 4- Supporting English Learners Ref Id : N02106E	Para to provide additional classroom support for EL during Math

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Implementation

In 2019-2020 school year, teachers participated in professional development that supported English Language development curriculum and instruction by the District Resource Teacher. Student ELPAC data was provided for all teachers to analyze. All students received designated ELD instruction during small group time. Teachers began to utilize integrated ELD instruction. During the 2019-2020 school year, 100% of students who were eligible for reclassification were reclassified. This is in comparison to the 70% from the 2018-2019 school year. Teachers are beginning to identify the unique learning needs for their English Language learners; therefore, recognizing that they need additional supports and instructional strategies.

*Major Differences

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

The major difference is that teachers were provided data in an organized manner. The additional professional development allowed teachers to gain a sense of urgency in supporting our students in reclassifying by the end of 5th grade.

***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.

Teachers will be utilizing Benchmark ELD curriculum and delivering ELD lessons to align to classroom ELA lessons. Students who did not make progress on ELPAC will receive Tier 2 ELD intervention by EL support staff. ELPAC analysis included identifying growth by each student. This allowed us to recognize an instructional need with current second grade students who struggled with growth on the 2019-2020 ELPAC.

***Integrated English Language Development**

- Classroom walkthrough evidence of integrated ELD
- Professional development with instructional strategies for Integrated ELD
- During PLCs and staff meetings, teachers will analyze student work, discuss progress and plan next instructional steps for English Language Learners and the matching instructional supports for specific ELLs.

***Designated English Language Development**

- Analyze of all initial and summative ELPAC scores including indicating growth in scores.
- Checking ELD groups to ensure students are being serviced for designated ELD.
- Classroom teacher to deliver ELD. Aide available to support teacher.
- Classroom teachers will provide instructional supports as needed to support student learning.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	English Learner	Increase the amount of students reclassified	70%	95%	CAASPP ELA	Annually

***Identified Need**

Only 36% of current students in second grade grew one level or more on the ELPAC compared to 80% of first graders who grew one level or more. 22 of our students made no growth or even dropped a level.

New	22		Kinder-1st	12/15=80%
No Growth	22 (3 M/S) (3 are M/M)		1st-2nd	4/11=36%
1 level of growth	18		2nd-3rd	3/5=60%

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

2 levels of growth	6		3rd-4th	2/7=28%
1 level of drop	3		4th-5th	0/4=0%
2 levels of drop	1			
# of potential reclassification	14 /51 (27%)			

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2	English Learner	Qualify for reclassification	1 student	9 students	Summative ELPAC	Annually
June 2021	3	English Learner	Qualify for reclassification	1 student	5 students	Summative ELPAC	Annually

Targeted ELD

*Students to be served by this Strategy/Activity

All English Learners.

*Strategy/Activity - Description

Targeted designated ELD instruction to match identified area of need based on ELPAC assessment. Designated ELD will be taught by classroom teacher utilizing Benchmark ELD curriculum

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02105X	Retired NonClstrm Tchr Hrly		\$7,000.00	\$8,560.30	0210-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired teacher to support ELPAC testing.
N021066	Retired NonClstrm Tchr Hrly		\$3,000.00	\$3,668.70	0210-09800-00-1986-2700-0000-01000-0000	LCFF Intervention Support	English Learners		Retired teacher to support reclassification process.
N02106E	Special Ed Tech Clstrm Hrly		\$6,355.00	\$8,438.81	0210-09800-00-2154-1000-4760-01000-0000	LCFF Intervention Support	English Learners		Para salary to support in classroom support for ELs.

*Additional Supports for this Strategy/Activity

Funds from parent organization will supplement salaries for aide.

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.

Due to the suspension of state assessment, data from 2018-2019 CAASPP will be utilized. Classroom observation data showed that the level of difficulty during pull out special support did not match level of difficulty of classroom tasks. There is a need for summative assessments utilized by both general education teachers and special education teachers to monitor ongoing progress throughout the school year.

*Major Differences

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

The goal is for all students to receive standards based grade level instruction. Classroom observations for pull out services did not all support this.

*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.

Educational specialist will be scheduled to regularly attend grade level PLCs. All students will complete all grade level assessments. Educational specialists will co-teach in at least one grade level this year.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase number of students meeting or exceeding proficiency on SBAC	44%	50%	Other (Describe in Objective)	Annually

***Identified Need**

According to 2018-2019 CAASPP data, proficiency in students with disabilities was only 43% in ELA compared to 81% school wide. Classroom observation by administration shows a greater need for collaboration between general education teachers and educational specialists. The number of special education students increased significantly from 19 to 34 students. We currently have 34 students in grades 3-5 receiving SAI support that are eligible to take the CAASPP.

***Online Learning Implications**

- Ongoing communication by 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.
- Educational specialist will utilize platforms assigned by general education teachers to monitor and support student assignments.
- Educational specialist will provide office hours to support families of students with disabilities.

***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 or exceeding the standard in ELA SBAC	0%	50% (2 students)	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting or exceeding the standard in ELA SBAC	0%	50% (3 students)	Other (Describe in Objective)	Annually

Miramar Ranch Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Students with Disabilities	Increase the percentage of students meeting or exceeding the standard in ELA SBAC	0%	60%	Other (Describe in Objective)	Annually
-----------	---	----------------------------	---	----	-----	-------------------------------	----------

Integrated Services

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

Students with disabilities.

***Strategy/Activity - Description**

- Educational specialist will actively participate in grade level PLC time to ensure the alignment and rigor between classroom and support.
- Hold students with disabilities to the same expectations as all students.
- Ensure all students with disabilities are fully completing all assessments required in general education classrooms. Ongoing progress monitoring will result in instructional changes and supports to further support student needs. Students will have a variety of instructional opportunities to demonstrate their learning.
- Assessment data is utilized to make instructional changes to further meet student needs. Instructional supports will be utilized across all environments.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02103M	Classroom PARAS Hrly		\$2,000.00	\$2,655.80	0210-09800-00-2151-1110-5770-01000-4262	LCFF Intervention Support	English Learners, Low-Income		Additional para support to support students in general education classroom.

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

Site Funds will be utilized to provide visiting teachers for educational specialist to participate in PLCs

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	3-5	Black Youth	Increase % of Black Youth achieving proficiency on CASSPP	30%	50%	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

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

<p>*Identified Need</p> <p>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.</p> <p>According to the 2019 CASSPP data in ELA and Math, only 30% of Black Youth scored at the proficient and advanced levels. Our goal is to increase this percentage by 20%.</p> <p>According to the 2020 California Dashboard data in regards to suspensions at Miramar Ranch, students with 2 or more races decreased annually from 2016-2019. In 2016-2017, we were in the blue for suspensions and have decreased by 3 levels to orange by the 2019 dashboard.</p>
<p>*Online Learning Implications</p> <p>Miramar Ranch will create a wraparound of student services through building a strong healthy foundation for learning, building trusting relationships, identifying trauma and ensuring student needs are met in and out of the classroom, especially for those of high risk.</p>
<p style="text-align: center;">Participation Monitoring</p>
<p>*Students to be served by this Strategy/Activity</p> <p>Miramar Ranch will support all black students and students with 2 or more races through this goal.</p>
<p>*Strategy/Activity - Description</p> <p>Miramar Ranch create a progress monitoring system for our black youth and students with 2 or more races. This progress monitoring system will monitor students' participation in class, completing assignments, and participating in school leadership groups in grades 3-5. Teachers will evaluate students in October through survey and then complete additional survey in May. Data will be available to all staff including school psychologist and counselors to allow for additional supports to happen as needed.</p>
<p>*Additional Supports for this Strategy/Activity</p> <p>No additional funds will be used.</p>

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.

The increase in parent communication by administration this past year allowed us to increase the amount of parent participation of survey. We went from 116 parent surveys completed in 2019 to over 400 parent surveys completed in 2020.

*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.

Principal has been actively involved in hosting ongoing coffee chats and regularly participating in parent committees including Family Faculty Association and Fifth grade promotion committee. Regular informative communication from principal has increased the parent communication and building relationships in the community with administration.

*Changes

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

The changes will be made to continue to grow collaboration between administration and parents by creating a parent based diversity and equity committee. The committee will consist of staff and parents and receive input from students through student leadership groups.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	increase amount of parents that participate in survey	16%	28%	CAL - SCHLS (CSPS)

***Identified Need**

Participation in parent groups has been for a very small percent of our families in the past. Increased communication about parent events, the use of google forms and the use of zoom meetings has allowed more families to participate in meetings. In order to build a cohesive collaborative school culture at Miramar Ranch, families and school will need to be actively involved through coffee chats and surveys to create a strong school culture that is focused on equity and inclusion.

***Online Learning Implications**

-Miramar Ranch will continue school culture of family engagement through regular parent coffee chats, ongoing electronic communication, social media communication, and virtual flag assemblies.
 -Information will 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	Parents	Parents will participate regularly in meetings.	5%	10%	Attendance at ELAC meetings.

Build an Equity and Diversity Parent group

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

All families.

***Strategy/Activity - Description**

With parent leadership, Miramar Ranch will build a plan to increase and support equity and diversity on our campus. We will schedule monthly committee meetings with staff and parents, utilize parent surveys, hold coffee chats for collaborative conversations and create a plan of actions with a vision for equity and diversity on our campus for our parents, staff and students.

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

No additional funds are needed.

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.

Due to state suspension of state assessments, there is no new data to analyze. Third grade CAASPP data from 2019-2020: 79% of students met or exceeded proficiency on the SBAC. Site data was not consistently created through other summative assessments.

*Major Differences

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

The major differences is that there is no new data due to classroom data collection was inconsistent.

*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.

A school wide summative assessment plan will be created and data will be collected to ensure ongoing progress monitoring.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 rd grade	Proficiency on FAST assessment	Baseline	82%	FAST assessment	Trimester

***Identified Need**

Our third grade students score the lowest on the ELA at 79% as compared to fourth grade at 83% and fifth grade at 82%. To support underperforming students, we will continue to support student progress in ELA in a variety of ways including teachers' professional learning and ongoing progress monitoring. During professional learning, we will focus on lessons that are aligned with standards, and student tasks at correct level of difficulty along with strengthening Tier 1 instruction through utilize Benchmark ELA curriculum and Tier 2 interventions utilizing aide for additional groups. To support ELA, professional learning will include: (1) Correcting mismatches between learner and classroom demands and (2) rigorous reading instruction. Teachers will work in collaboration with Ed Specialists during PLCs and staff meetings.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase students meeting and exceeding proficiency	55%	65%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase student meeting and exceeding proficiency	43%	53%	CAASPP ELA	Annually

Targeted interventions

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

All students in third grade with a focus on English Learners and students with disabilities.

***Strategy/Activity - Description**

Summative assessments to monitor student progress in a consistent scheduled manner.
 Professional Learning will be supported by monthly grade level PLCs and monthly staff development. Teachers will work collaboratively to share best practices and identify students' needs based on assessments.
 To strengthen ELA, professional learning will include two main areas of study in the 2019-2020 school year: (1) Correcting mismatches between learner and classroom tasks and (2) rigorous classroom tasks.

These two areas include:

- Strengthening Tier 1 instruction to meet the needs of the individual learners; Differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't get it -shifting mindset/culture
- Formative Assessments on a regular basis to determine next steps
- Work on a strengths based approach to determine root causes and to correct mismatches for under performance; deepen teacher intervention strategies toolbox
- Ed Specialists to participate in PLCs on a regular basis.

Utilize aide to provide targeted interventions for 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
	Special Ed Tech Clsrn Hrly				0210-09800-00-2154-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : N02106E	Para to provide extra classroom support for students for reading intervention.

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

Funds from parent organization will assist in the salary for aide.

STEAM

Our Vision

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

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Miramar Ranch is on its first year of implementation of SDUSD's STEAM initiative. A culture of STEAM will be fostered through school wide displays of STEAM Habits of Mind. Teachers will be reminded to use the building blocks of talk to open our classrooms to more open ended conversations. This format will be used during professional development and highlighted during weekly bulletin and classroom walkthroughs. Capacity will be built around creating grade level leads for STEAM. During monthly professional development, teachers will look for ways to integrate STEAM into their lessons so it is not another additional program that they need to teach.

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

Leadership Actions at Miramar Ranch this year will focus on three areas:

1. *Common Summative assessments that will lead to data analysis which will then impact targeted instruction. Creating a yearlong calendar with accountable data collection. Grade level analysis will be communicated to grade level teams. Classroom observations will analyze the use of targeted instruction based on assessments.*
2. *Student Leadership: All student leadership teams will have a purpose, vision, scheduled meetings. These leadership teams will be well communicated to ensure that all students are encouraged to participate. Participation by students in sub groups from ELs, the SWDs to black youth will be assessed by administration. Administration will actively work with all student leadership groups on a regular basis.*
3. *Diversity and Equity Committee: Working with parents, staff and students Miramar Ranch will develop a goal for all students in the area of diversity and equity. This will include school culture actions, parent communication, training for all staff including noontime supervisors and all classified staff, training for volunteers and classroom curriculum and lessons.*

3. -----ONLINE LEARNING:-----

The following actions will occur during online learning:

Weekly classroom observations

Data collection with analysis sent to staff

Provide professional development in regards to powerful task design with an emphasis on ELD, ELA and math

Student leadership groups will meet regularly via zoom

Flag assemblies will happen via zoom.

Diversity and Equity groups will meet via zoom to move forward with goals.

ACHIEVEMENT**APPENDICES**

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

ACHIEVEMENT

APPENDIX A
BUDGET SUMMARY

Miramar Ranch ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
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)	\$ 23,323.61

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)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

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)	\$23,323.61
[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): \$ 23,323.61

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$23,323.61

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Miramar Ranch Elementary	09800 LCFF Intervention Support		1986	Retired NonClstrm Tchr Hrly		\$ 10,000.00
			2151	Classroom PARAS Hrly		\$ 2,000.00
			2154	Special Ed Tech Clstrm Hrly		\$ 6,355.00
			3000			\$ 4,968.61
	09800 LCFF Intervention Support Total					\$ 23,323.61
Grand Total						\$ 23,323.61

ACHIEVEMENT

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Miramar Ranch Elementary School
Parent Involvement Policy 2020-21

Local Education Agency Level Parent and Family Engagement Plan

Miramar Ranch Elementary School (**MRE**) has developed a written parental involvement policy with input from parents. This plan was developed with input from the School Site Council. Every year the School Site Council reviews and revises the plan to make sure it is accurate and effective. The School Site Council voted to approve this document.

The school distributes the policy to our MRE parents. This plan will be emailed out to all parents. In addition, it will be posted on our community bulletin board, added to our website and a paper copy will be available in the office.

The policy describes the means for carrying out the following parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Parent Involvement

To involve parents at Miramar Ranch Elementary School the following practices have been established:

- The school communicates to inform parents of MRE students about MRE requirements and about the right of parents to be involved. This communication is done in conjunction with our School Site Council. Agendas are posted so that parents know when we will be discussing the policy. Our Parent Involvement Policy is presented annually at a Family Faculty Association (FFA) Parent Meeting.

- The school offers a flexible number of meetings for MRE parents, such as meetings in the morning or evening. Meetings are offered at various times of day so as to be convenient to parents. For example, FFA meetings rotate between morning meetings and evening meetings. English Learner Advisory Committee (ELAC) meetings are held in the evening.

- The school involves parents of MRE students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.
 - Parents are closely involved in planning many of our programs. For example, parents work closely with teachers to develop our diversity and equity program. They also give input and support for our Art Program, Character Education and Family Science Nights. Our parents are highly involved in all aspects of the school. We have parents on campus volunteering every day.

- The school provides parents of MRE students with timely information about programs. Information about our programs is emailed out to parents in communication from administration. Important announcements are sent home via phone call, text message, email or paper flyers.

- The school provides parents of MRE 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. Teachers explain the curriculum to parents at Back to School Night. At parent conferences, teachers explain to parents how their student is progressing in relation to Common Core proficiency levels. All parents attend at least one conference a year. Parents

of struggling students are required to attend two parent conferences a year. Parents can request a meeting with the teacher at any time during the school year.

- If requested by parents of MRE students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are invited to our Site Governance Meeting and School Site Council which take place once a month. Parents are also invited to Gifted and Talented Education(GATE) Parent Night, ELAC meetings and other meetings as scheduled which help parents understand our curriculum and expectations and give parents a chance to ask questions and give input.

School-Parent Compact

Miramar Ranch Elementary School distributes to parents of MRE students a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home School Compact was developed by the School Site Council. It is reviewed and revised every year and then sent out to parents.

Building Capacity for Involvement

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

- The school provides MRE parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. We have held regular coffee chats, GATE Parent Meeting, Diversity and Equity meetings. Art Corps workshops and ELAC Meetings to educate parents about the curriculum and to help them understand how to support their child at home.
- The school provides MRE parents with materials and training to help them work with their children to improve their children's achievement. Teachers meet with individual parents as needed to suggest ways to support students at home.
- With the assistance of MRE parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Our school has an extremely high level of parent participation. Parents are an integral part of our school.

- The school coordinates and integrates the MRE parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. We have a high level of parent participation in the classroom. Almost all of our parents participate in school events from volunteering in the classroom, attending special events, going on field trips, attending Family Science Nights. We also host meetings designed to educate parents in ways to support their child's education. These include Back to School Night, GATE Parent Meetings, Spring Open House and ELAC meetings.
- The school distributes information related to school and parent programs, meetings, and other activities to MRE parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by MRE parents. Parents frequently suggest activities and programs for the school. Some of these suggestions are taken to Site Governance Committee, some are taken to the School Site Council and some are presented to MRE FFA . Many of the programs and activities we offer at our school were originally suggested by parents.

Accessibility

Miramar Ranch Elementary School provides opportunities for the participation of all MRE 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. We send out information in a variety of formats in order to reach as many parents as possible. These include telephone calls, emails, paper newsletters and flyers, announcements on the marquee, announcements via the P.A. system, Instagram posts and a monthly posting in the Scripps Ranch Community Association Newsletter which is delivered to all residences in Scripps Ranch. When we have parents who do not understand English we provide translated material or we engage a translator for meetings.

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT

Miramar Ranch Elementary
School Parent Compact

This School Parent Compact is in effect year 2020-2021

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

Required School Parent Compact provisions

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

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

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

Provide parents reasonable access to staff.

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

How does the school address this?

- Our school, with support from our district, provides a high quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the California State Standards.
- We provide a safe and positive environment.
- We create a welcoming environment for students, families and community members.
- We provide opportunities for parents to volunteer, to observe classroom activities, and to participate in site decision-making committees.
- We communicate with parents through frequent reports on their child's progress, such as with parent phone calls, PowerSchool Parent Portal, School Messenger, Progress and Report Cards, fall and spring parent conferences, social media and email.
- Teachers and administrators meet regularly to learn research-based instructional practices, design effective common lesson plans, and develop common assessments that measure student progress.
- Teachers learn through discussions, observations of practice, feedback and monitoring from each other during monthly Professional Learning community meetings.

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

- Annual Budget review held in October.
- Parent responsibilities and opportunities for involvement include, but are not limited to: committees such as School Site Council (SSC), District Advisory Council (DAC), English Learners Advisory Committee (ELAC), Site Governance Team (SGT).

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children through Back to School Nights, ongoing classroom communication and parent conferences.

With the guidance of School Site Council, Site Governance, English Learners Advisory Committee, and other school advisory groups, as well as during open house and back to school nights as well as email communication, parents and family members are provided assistance in understanding standardized testing assessments, how to monitor their student's achievement through state testing as well as through the Parent Portal on PowerSchool.

The school provides parents and family members with materials and training to help them improve the achievement of their children through back to school night, ongoing classroom communication, progress reports and parent conferences.

All teachers provide a daily/weekly schedule to all parents, classroom expectations, and materials and supplies to support student learning. Information is posted on the school's website including ways in which parents and families can support student learning. Family Science Nights are scheduled every month for students and families free of charge. Our school provides parents with access to Power School's Parent Portal and teacher email so that progress can be monitored on a consistent and ongoing basis.

With the guidance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners through monthly staff meetings and our instructional leadership team.

A school counselor is available for student concerns, setting goals, providing referrals to district and community referrals, mentoring students, and providing appropriate needs for all students.

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

All information is posted online on the school website, announced through School Messenger, phone and email messages during the week as reminders. When a family needs to communicate in a language other than English we provide translation. District assistance with other languages is utilized as needed.

The school provides support for parent and family member involvement activities requested by parents and family members as requested. If family members need special assistance because of disabilities or need translation services, the assistance is provided by the school.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand. Supports are provided to all families with limited English proficiency, disabilities and migrant students through Power School, progress reports, emails, phone messages, and in written material as well as being reviewed during monthly parent meetings such as English Language Advisory Committee.

This Compact was adopted by the School Site Council on October 2, 2020, and will be in effect for the period of the school year 2020-2021.

ACHIEVEMENT

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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

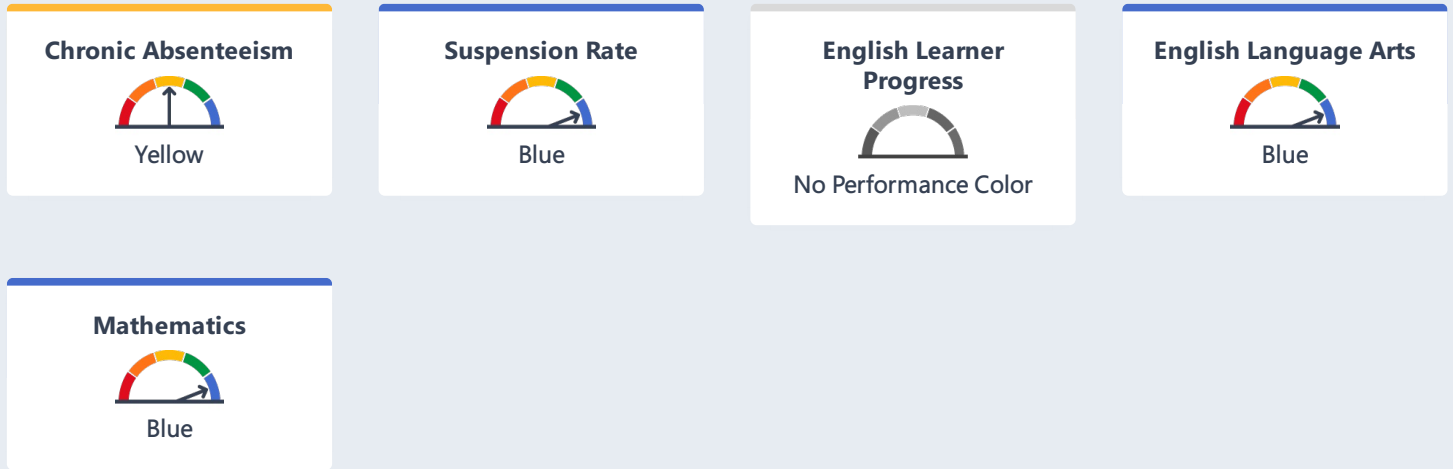
Reclassification data results can be requested from the school site.

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.

Miramar Ranch Elementary

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

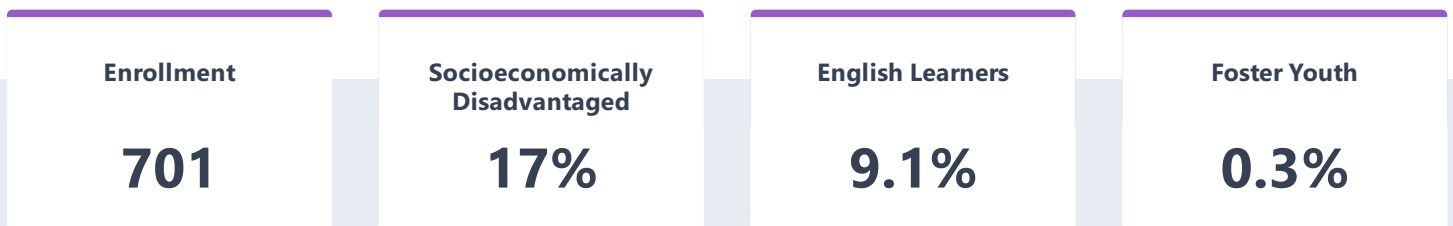


School Details

NAME Miramar Ranch Elementary	ADDRESS 10770 Red Cedar Drive San Diego, CA 92131-1204	WEBSITE http://miramarranch.org	GRADES SERVED K-5
---	---	---	-----------------------------

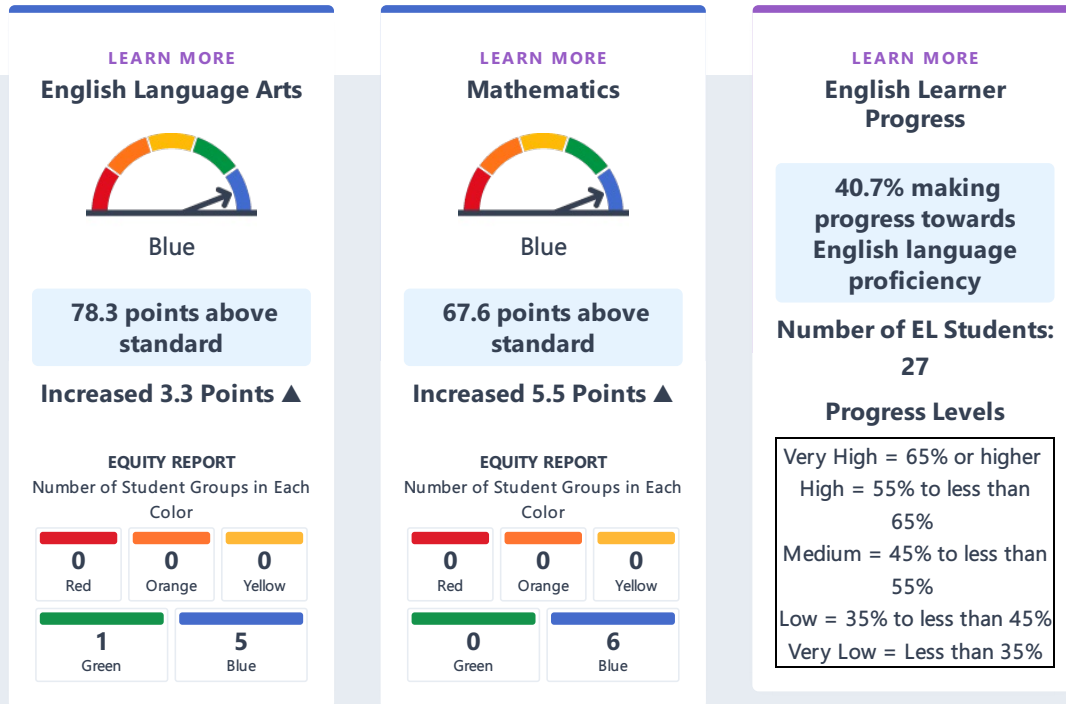
Student Population

Explore information about this school's student population.



Academic Performance

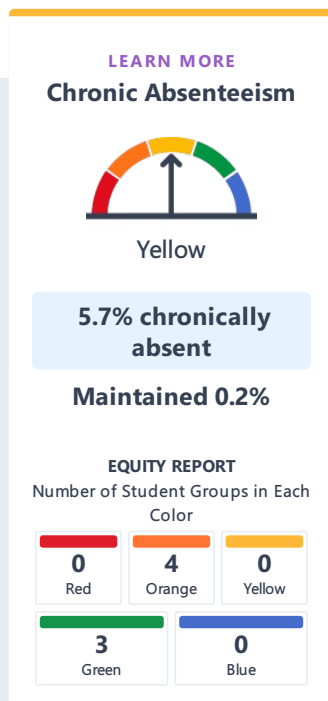
View Student Assessment Results and other aspects of school performance.



MIRAMAR RANCH ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Blue

0.4% suspended at least once

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	3 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



Blue

78.3 points above standard

Increased 3.3 Points ▲

Number of Students: 323

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Asian



Blue

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



No Performance Color

African American

Filipino

Students with Disabilities



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

43.6 points above standard

Declined 19.8 Points ▼

Number of Students: 12

Students with Disabilities



No Performance Color

5.1 points below standard

Increased 7.7 Points ▲

Number of Students: 26

Asian



Green

86.7 points above standard

Declined 14.1 Points ▼

Number of Students: 75

English Learners



Blue

54.8 points above standard

Increased 11.3 Points ▲

Number of Students: 46

Hispanic



Blue

48.6 points above standard

Maintained -0.6 Points

Number of Students: 52

Two or More Races



Blue

91.8 points above standard

Increased 25 Points ▲

Number of Students: 49

Socioeconomically Disadvantaged



Blue

51.9 points above standard

Increased 12.7 Points ▲

Number of Students: 60

White



Blue

91.7 points above standard

Increased 10.2 Points ▲

Number of Students: 123

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	64 points above standard	75 points above standard	78.3 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

22.8 points below standard

Maintained 2.8 Points

Number of Students: 12

Reclassified English Learners

82 points above standard

Maintained -0.9 Points

Number of Students: 34

English Only

77.1 points above standard

Maintained 2.7 Points

Number of Students: 239

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



Blue

67.6 points above standard

Increased 5.5 Points ▲

Number of Students: 322

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Asian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



No Performance Color

African American

Filipino

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

16.4 points above standard

Declined 5.2 Points ▼

Number of Students: 12

Students with Disabilities



No Performance Color

22.3 points below standard

Declined 7.7 Points ▼

Number of Students: 25

Asian



Blue

93.9 points above standard

Maintained -2.8 Points

Number of Students: 75

English Learners



Blue

64.8 points above standard

Increased 14.2 Points ▲

Number of Students: 46

Hispanic



Blue

40.6 points above standard

Maintained 1.9 Points

Number of Students: 51

Two or More Races



Blue

67.4 points above standard

Increased 4.3 Points ▲

Number of Students: 49

Socioeconomically Disadvantaged



Blue

36.4 points above standard

Increased 5.4 Points ▲

Number of Students: 60

White



Blue

76.7 points above standard

Increased 15.1 Points ▲

Number of Students: 123

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	61 points above standard	62.1 points above standard	67.6 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners

5.2 points below standard

Increased 9.3 Points ▲

Number of Students: 12

Reclassified English Learners

89.4 points above standard

Maintained 1.6 Points

Number of Students: 34

English Only

60.2 points above standard

Maintained 2.9 Points

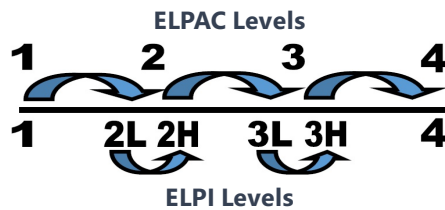
Number of Students: 238

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 English language proficiency. The ELPAC has 4 levels.



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

[LEARN MORE](#)

English Learner Progress

40.7% making progress towards English language proficiency

Number of EL Students: 27

Performance Level

Low

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	11.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	48.1%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	40.7%

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



Yellow

5.7% chronically absent

Maintained 0.2%

Number of Students: 720

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged

Two or More Races



Yellow

No Students



Green

Asian

English Learners

White



Blue

No Students



No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



No Performance Color

7.4% chronically absent

Increased 2.9% ▲

Number of Students: 27

Filipino



No Performance Color

14.3% chronically absent

Increased 1.8% ▲

Number of Students: 21

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Orange

16.7% chronically absent

Increased 1.3% ▲

Number of Students: 84

Hispanic



Orange

9% chronically absent

Increased 1.8% ▲

Number of Students: 122

Socioeconomically Disadvantaged



Orange

13% chronically absent

Increased 4.3% ▲

Number of Students: 138

Two or More Races



Orange

6.5% chronically absent

Increased 2.6% ▲

Number of Students: 93

Asian



Green

4.9% chronically absent

Declined 0.7% ▼

Number of Students: 163

English Learners



Green

4.7% chronically absent

Declined 1.6% ▼

Number of Students: 64

White



Green

3.4% chronically absent

Declined 1.1% ▼

Number of Students: 292

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



Blue

0.4% suspended at least once

Maintained 0.2%

Number of Students: 729

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

Asian



Green

No Students



Blue

English Learners

Two or More Races

White



No Performance Color

African American

American Indian

Filipino

Foster Youth



African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 27

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



Orange

1.6% suspended at least once

Increased 0.9% ▲

Number of Students: 125

Socioeconomically Disadvantaged



Orange

1.4% suspended at least once

Increased 1.4% ▲

Number of Students: 141

Students with Disabilities



Orange

1.2% suspended at least once

Increased 1.2% ▲

Number of Students: 86

Asian



Yellow

0.6% suspended at least once

Increased 0.6% ▲

Number of Students: 164

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 67

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 94

White



Blue

0% suspended at least once

Declined 0.3% ▼

Number of Students: 295



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	391	72.9	384	77.9	375	77.3	354	81.6	328	81.4	8.5	-0.2	395	70.6	384	74.0	376	81.6	356	81.5	327	81.7	11.1	0.2
Female	176	78.4	182	81.9	173	86.7	163	87.1	167	83.8	5.4	-3.3	177	70.6	182	73.1	173	83.8	163	82.8	166	80.7	10.1	-2.1
Male	215	68.4	202	74.3	202	69.3	191	77.0	161	78.9	10.5	1.9	218	70.6	202	74.8	203	79.8	193	80.3	161	82.6	12.0	2.3
African American	19	26.3	15	33.3	13	53.8	9	-	10	30.0	3.7	-	19	21.1	15	33.3	13	53.8	10	60.0	10	30.0	8.9	-30.0
Asian**	45	95.6	46	95.7	44	81.8	48	87.5	79	86.1	-	-	45	95.6	46	93.5	45	93.3	49	83.7	79	92.4	-	-
Filipino	11	81.8	12	83.3	13	69.2	11	72.7	10	60.0	-21.8	-12.7	11	81.8	12	66.7	13	69.2	11	63.6	10	60.0	-21.8	-3.6
Hispanic	54	53.7	54	70.4	62	67.7	66	71.2	53	73.6	19.9	2.4	56	51.8	54	63.0	62	62.9	66	71.2	52	69.2	17.4	-2.0
Indochinese**	31	80.6	24	87.5	28	96.4	25	100.0	-	-	-	-	31	83.9	24	87.5	28	96.4	25	92.0	-	-	-	-
Native American	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	167	77.2	172	79.7	153	79.7	142	86.6	124	87.1	9.9	0.5	169	72.2	172	75.6	153	85.0	142	84.5	124	87.1	14.9	2.6
Multiracial	63	69.8	60	73.3	62	75.8	53	75.5	51	84.3	14.5	8.8	63	71.4	60	71.7	62	85.5	53	86.8	51	80.4	9.0	-6.4
English Learner	17	35.3	13	7.7	15	6.7	19	26.3	11	54.5	19.2	28.2	20	45.0	13	15.4	16	43.8	20	45.0	11	54.5	9.5	9.5
English-Speaking	374	74.6	371	80.3	360	80.3	335	84.8	317	82.3	7.7	-2.5	375	72.0	371	76.0	360	83.3	336	83.6	316	82.6	10.6	-1.0
Reclassified†	38	89.5	26	88.5	32	87.5	36	88.9	35	91.4	1.9	2.5	38	92.1	26	76.9	32	93.8	36	86.1	35	97.1	5.0	11.0
Initially Eng. Speaking	336	72.9	345	79.7	328	79.6	299	84.3	282	81.2	8.3	-3.1	337	69.7	345	75.9	328	82.3	300	83.3	281	80.8	11.1	-2.5
Econ. Disadv.*	62	66.1	67	70.1	57	56.1	55	67.3	64	75.0	8.9	7.7	63	52.4	67	64.2	58	69.0	56	67.9	64	65.6	13.2	-2.3
Non-Econ. Disadv.	329	74.2	317	79.5	318	81.1	299	84.3	264	83.0	8.8	-1.3	332	74.1	317	76.0	318	84.0	300	84.0	263	85.6	11.5	1.6
Gifted	177	89.3	181	94.5	153	94.8	114	97.4	117	95.7	6.4	-1.7	177	91.5	181	93.9	153	93.5	114	96.5	117	98.3	6.8	1.8
Not Gifted	214	59.3	203	63.1	222	65.3	240	74.2	211	73.5	14.2	-0.7	218	53.7	203	56.2	223	73.5	242	74.4	210	72.4	18.7	-2.0
With Disabilities	30	13.3	34	35.3	25	44.0	32	40.6	20	40.0	26.7	-0.6	30	20.0	34	38.2	25	44.0	32	53.1	19	47.4	27.4	-5.7
WO Disabilities	361	77.8	350	82.0	350	79.7	322	85.7	308	84.1	6.3	-1.6	365	74.8	350	77.4	351	84.3	324	84.3	308	83.8	9.0	-0.5
Homeless	2	-	2	-	0	-	0	-	0	-	-	-	2	-	2	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	66	56.1	64	68.8	67	70.1	49	79.6	39	74.4	18.3	-5.2	66	53.0	64	65.6	67	80.6	49	83.7	38	68.4	15.4	-15.3

* 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
Miramar Ranch
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	120	66.7	119	80.7	129	71.3	99	81.8	103	78.6	11.9	-3.2	121	71.9	119	84.0	130	85.4	100	80.0	103	83.5	11.6	3.5
Female	54	77.8	56	85.7	60	83.3	49	87.8	57	80.7	2.9	-7.1	54	79.6	56	83.9	60	88.3	49	85.7	57	80.7	1.1	-5.0
Male	66	57.6	63	76.2	69	60.9	50	76.0	46	76.1	18.5	0.1	67	65.7	63	84.1	70	82.9	51	74.5	46	87.0	21.3	12.5
African American	6	-	4	-	5	-	2	-	3	-	-	-	6	-	4	-	5	-	3	-	3	-	-	-
Asian**	16	87.5	12	91.7	15	53.3	15	86.7	25	80.0	-	-	16	93.8	12	83.3	16	93.8	15	93.3	25	88.0	-	-
Filipino	3	-	5	-	4	-	1	-	1	-	-	-	3	-	5	-	4	-	1	-	1	-	-	-
Hispanic	16	43.8	19	68.4	23	78.3	21	66.7	19	73.7	29.9	7.0	17	47.1	19	73.7	23	73.9	21	61.9	19	78.9	31.8	17.0
Indochinese**	10	80.0	7	-	10	100.0	6	-	-	-	-	-	10	90.0	7	-	10	100.0	6	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	52	75.0	55	89.1	49	71.4	43	86.0	39	84.6	9.6	-1.4	52	76.9	55	90.9	49	93.9	43	79.1	39	89.7	12.8	10.6
Multiracial	17	47.1	17	70.6	23	69.6	11	81.8	16	81.3	34.2	-0.5	17	52.9	17	88.2	23	82.6	11	90.9	16	81.3	28.4	-9.6
English Learner	4	-	5	-	7	-	5	-	3	-	-	-	5	-	5	-	8	-	5	-	3	-	-	-
English-Speaking	116	66.4	114	84.2	122	74.6	94	84.0	100	81.0	14.6	-3.0	116	72.4	114	86.0	122	86.9	95	82.1	100	86.0	13.6	3.9
Reclassified†	10	90.0	0	-	12	83.3	7	-	8	-	-	-	10	90.0	0	-	12	100.0	7	-	8	-	-	-
Initially Eng. Speaking	106	64.2	114	84.2	110	73.6	87	82.8	92	80.4	16.2	-2.4	106	70.8	114	86.0	110	85.5	88	80.7	92	84.8	14.0	4.1
Econ. Disadv.*	16	56.3	20	65.0	24	70.8	14	64.3	20	70.0	13.7	5.7	17	47.1	20	70.0	25	84.0	15	60.0	20	65.0	17.9	5.0
Non-Econ. Disadv.	104	68.3	99	83.8	105	71.4	85	84.7	83	80.7	12.4	-4.0	104	76.0	99	86.9	105	85.7	85	83.5	83	88.0	12.0	4.5
Gifted	54	85.2	54	94.4	30	86.7	30	100.0	36	97.2	12.0	-2.8	54	92.6	54	92.6	30	93.3	30	100.0	36	97.2	4.6	-2.8
Not Gifted	66	51.5	65	69.2	99	66.7	69	73.9	67	68.7	17.2	-5.2	67	55.2	65	76.9	100	83.0	70	71.4	67	76.1	20.9	4.7
With Disabilities	10	20.0	10	60.0	5	-	12	41.7	6	-	-	-	10	40.0	10	60.0	5	-	12	58.3	6	-	-	-
WO Disabilities	110	70.9	109	82.6	124	71.8	87	87.4	97	83.5	12.6	-3.9	111	74.8	109	86.2	125	86.4	88	83.0	97	87.6	12.8	4.6
Homeless	1	-	2	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	25	56.0	23	78.3	29	65.5	15	80.0	11	81.8	25.8	1.8	25	56.0	23	78.3	29	82.8	15	73.3	11	72.7	16.7	-0.6

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	138	69.6	116	75.0	128	83.6	120	80.0	100	83.0	13.4	3.0	139	65.5	116	75.9	128	89.8	121	86.0	99	83.8	18.3	-2.2
Female	65	72.3	57	84.2	59	89.8	53	83.0	53	83.0	10.7	0.0	65	58.5	57	77.2	59	93.2	53	84.9	52	84.6	26.1	-0.3
Male	73	67.1	59	66.1	69	78.3	67	77.6	47	83.0	15.9	5.4	74	71.6	59	74.6	69	87.0	68	86.8	47	83.0	11.4	-3.8
African American	5	-	6	-	2	-	5	-	3	-	-	-	5	-	6	-	2	-	5	-	3	-	-	-
Asian**	14	100.0	15	93.3	17	94.1	16	87.5	22	95.5	-	-	14	100.0	15	100.0	17	94.1	17	82.4	22	90.9	-	-
Filipino	4	-	3	-	6	-	4	-	5	-	-	-	4	-	3	-	6	-	4	-	5	-	-	-
Hispanic	21	47.6	15	60.0	20	65.0	19	73.7	14	64.3	16.7	-9.4	21	57.1	15	60.0	20	75.0	19	84.2	13	69.2	12.1	-15.0
Indochinese**	10	80.0	9	-	9	-	9	-	-	-	-	-	10	80.0	9	-	9	-	9	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	62	67.7	49	79.6	57	86.0	42	88.1	44	86.4	18.7	-1.7	63	61.9	49	71.4	57	91.2	42	92.9	44	88.6	26.7	-4.3
Multiracial	22	77.3	18	72.2	17	82.4	25	72.0	11	90.9	13.6	18.9	22	72.7	18	77.8	17	100.0	25	84.0	11	90.9	18.2	6.9
English Learner	10	30.0	4	-	5	-	7	-	5	-	-	-	11	36.4	4	-	5	-	8	-	5	-	-	-
English-Speaking	128	72.7	112	76.8	123	87.0	113	83.2	95	82.1	9.4	-1.1	128	68.0	112	78.6	123	91.9	113	88.5	94	84.0	16.0	-4.5
Reclassified†	8	-	12	100.0	10	80.0	15	80.0	9	-	-	-	8	-	12	100.0	10	100.0	15	93.3	9	-	-	-
Initially Eng. Speaking	120	72.5	100	74.0	113	87.6	98	83.7	86	80.2	7.7	-3.5	120	65.8	100	76.0	113	91.2	98	87.8	85	82.4	16.6	-5.4
Econ. Disadv.*	24	66.7	21	61.9	17	47.1	23	73.9	17	64.7	-2.0	-9.2	24	54.2	21	61.9	17	70.6	23	87.0	17	64.7	10.5	-22.3
Non-Econ. Disadv.	114	70.2	95	77.9	111	89.2	97	81.4	83	86.7	16.5	5.3	115	67.8	95	78.9	111	92.8	98	85.7	82	87.8	20.0	2.1
Gifted	56	89.3	48	93.8	68	95.6	30	96.7	35	97.1	7.8	0.4	56	89.3	48	95.8	68	98.5	30	100.0	35	100.0	10.7	0.0
Not Gifted	82	56.1	68	61.8	60	70.0	90	74.4	65	75.4	19.3	1.0	83	49.4	68	61.8	60	80.0	91	81.3	64	75.0	25.6	-6.3
With Disabilities	13	7.7	9	-	7	-	6	-	10	50.0	42.3	-	13	7.7	9	-	7	-	6	-	9	-	-	-
WO Disabilities	125	76.0	107	79.4	121	83.5	114	81.6	90	86.7	10.7	5.1	126	71.4	107	78.5	121	90.9	115	87.8	90	86.7	15.3	-1.1
Homeless	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	20	55.0	20	60.0	18	83.3	18	77.8	12	58.3	3.3	-19.5	20	55.0	20	60.0	18	94.4	18	88.9	11	72.7	17.7	-16.2

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	133	82.0	149	77.9	118	77.1	135	83.0	125	82.4	0.4	-0.6	135	74.8	149	64.4	118	68.6	135	78.5	125	78.4	3.6	-0.1
Female	57	86.0	69	76.8	54	87.0	61	90.2	57	87.7	1.7	-2.5	58	75.9	69	60.9	54	68.5	61	78.7	57	77.2	1.3	-1.5
Male	76	78.9	80	78.8	64	68.8	74	77.0	68	77.9	-1.0	0.9	77	74.0	80	67.5	64	68.8	74	78.4	68	79.4	5.4	1.0
African American	8	-	5	-	6	-	2	-	4	-	-	-	8	-	5	-	6	-	2	-	4	-	-	-
Asian**	15	100.0	19	100.0	12	100.0	17	88.2	32	84.4	-	-	15	93.3	19	94.7	12	91.7	17	76.5	32	96.9	-	-
Filipino	4	-	4	-	3	-	6	-	4	-	-	-	4	-	4	-	3	-	6	-	4	-	-	-
Hispanic	17	70.6	20	80.0	19	57.9	26	73.1	20	80.0	9.4	6.9	18	50.0	20	55.0	19	36.8	26	69.2	20	60.0	10.0	-9.2
Indochinese**	11	81.8	8	-	9	-	10	100.0	-	-	-	-	11	81.8	8	-	9	-	10	80.0	-	-	-	-
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	53	90.6	68	72.1	47	80.9	57	86.0	41	90.2	-0.4	4.2	54	79.6	68	66.2	47	68.1	57	82.5	41	82.9	3.3	0.4
Multiracial	24	79.2	25	76.0	22	77.3	17	76.5	24	83.3	4.1	6.8	24	83.3	25	56.0	22	77.3	17	88.2	24	75.0	-8.3	-13.2
English Learner	3	-	4	-	3	-	7	-	3	-	-	-	4	-	4	-	3	-	7	-	3	-	-	-
English-Speaking	130	83.8	145	80.0	115	79.1	128	86.7	122	83.6	-0.2	-3.1	131	75.6	145	66.2	115	70.4	128	80.5	122	78.7	3.1	-1.8
Reclassified†	20	95.0	14	78.6	10	100.0	14	92.9	18	88.9	-6.1	-4.0	20	90.0	14	57.1	10	80.0	14	71.4	18	94.4	4.4	23.0
Initially Eng. Speaking	110	81.8	131	80.2	105	77.1	114	86.0	104	82.7	0.9	-3.3	111	73.0	131	67.2	105	69.5	114	81.6	104	76.0	3.0	-5.6
Econ. Disadv.*	22	72.7	26	80.8	16	43.8	18	61.1	27	85.2	12.5	24.1	22	54.5	26	61.5	16	43.8	18	50.0	27	66.7	12.2	16.7
Non-Econ. Disadv.	111	83.8	123	77.2	102	82.4	117	86.3	98	81.6	-2.2	-4.7	113	78.8	123	65.0	102	72.5	117	82.9	98	81.6	2.8	-1.3
Gifted	67	92.5	79	94.9	55	98.2	54	96.3	46	93.5	1.0	-2.8	67	92.5	79	93.7	55	87.3	54	92.6	46	97.8	5.3	5.2
Not Gifted	66	71.2	70	58.6	63	58.7	81	74.1	79	75.9	4.7	1.8	68	57.4	70	31.4	63	52.4	81	69.1	79	67.1	9.7	-2.0
With Disabilities	7	-	15	26.7	13	15.4	14	35.7	4	-	-	-	7	-	15	20.0	13	23.1	14	50.0	4	-	-	-
WO Disabilities	126	85.7	134	83.6	105	84.8	121	88.4	121	82.6	-3.1	-5.8	128	78.1	134	69.4	105	74.3	121	81.8	121	78.5	0.4	-3.3
Homeless	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	21	57.1	21	66.7	20	65.0	16	81.3	16	81.3	24.2	0.0	21	47.6	21	57.1	20	65.0	16	87.5	16	62.5	14.9	-25.0

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

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

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

ACHIEVEMENT

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

Miramar Ranch Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES
SCHOOL NAME: MIRAMAR RANCH ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning will be supported by monthly grade level PLCs and monthly staff development. Teachers will work collaboratively to share best practices and identify students needs based on assessments.

To strengthen ELA, professional learning will include two main areas of study in the 2019-2020 school year: (1) Correcting mismatches between learner and classroom tasks and (2) rigorous classroom tasks. These two areas include:

- Strengthening Tier 1 instruction to meet the needs of the individual learners; Differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't get it -shifting mindset/culture
- Formative Assessments on a regular basis to determine next steps
- Work on a strengths based approach to determine root causes and to correct mismatches for under performance; deepen teacher intervention strategies toolbox
- Provide opportunities for cross curriculum sharing with general education teachers and pull out supports for students with disabilities and designated ELD groups.
- Ed Specialists to participate in PLCs on a regular basis.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof & Curriculum Dev. Visiting Teacher		\$8,541.40	09800-1192	Visiting teachers will allow grade level teams to meet to develop both long term and short term standards based lessons and assessments.	Grade Level Planning allows for teachers to deepen the instructional resources utilized	The only common assessments that are being utilized are end of unit assessments. Data collection to monitor student progress does not occur on a trimester basis.	ILT and grade levels will create a yearly common assessment plan. Data collection will be calendared and collected on a regular basis.

Miramar Ranch Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIESClassroom
PARAS Hrly\$7,847.40 09800-
2151Paras Hrly will
Provide additional
support for
students in
classrooms to
allow deeper
access to the
curriculum.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning will be supported by monthly grade level PLCs and monthly staff development. Teachers will work collaboratively to share best practices and identify students' needs based on assessments.

To strengthen math, professional learning will include two main areas of study in the 2019-2020 school year: (1) Correcting mismatches between learner and classroom tasks and (2) rigorous classroom tasks. These two areas include:

- Strengthening Tier 1 instruction to meet the needs of the individual learners; Differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't get it -shifting mindset/culture
- Formative Assessments on a regular basis to determine next steps
- Work on a strengths based approach to determine root causes and to correct mismatches for under performance; deepen teacher intervention strategies toolbox
- Provide opportunities for cross curriculum sharing with general education teachers and pull out supports for students with disabilities and designated ELD groups.
- Ed Specialists to participate in PLCs on a regular basis.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof & Curriculum Dev Visit Tchr	-	--	0980-1192	Visiting teachers will allow grade level teams to meet to develop both long term and short term standards based lessons and assessments.	Grade Level Planning allows for teachers to deepen the instructional resources utilized	The only common assessments that are being utilized are end of unit assessments. Data collection to monitor student progress does not occur on a trimester basis.	ILT and grade levels will create a yearly common assessment plan. Data collection will be calendared and collected on a regular basis.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

We hired a retired teacher to assess and coordinate all of our ELPAC assessment and to support our designated ELD support staff. We have double checked the schedule to ensure all students are being supported. Those that are struggling significantly as receiving multiple opportunities of support. We are utilizing support from the Language Acquisition department to provide specific and targeted designated ELD.

***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.
Retired NonClassroom Teacher		\$5,388.40	09800-1986	ELPAC testing	All students were assessed in a timely manner.	This is working very effectively to have the leadership of a retired teacher.	No modifications needed. Retired teacher provides effective ELPAC testing.
Prof & Curriculum Development Teacher	-	--	09800-192	Visiting teachers will allow grade level teams to meet to develop both long term and short term standards based lessons and assessments and discuss best practices for ELLs.	Teachers had multiple trainings throughout the year on ELD curriculum. Teachers were given time to explore ELD curriculum.	Aide has been delivering ELD instruction with little collaboration with classroom teachers.	Classroom teachers will deliver ELD lessons in the future. Aide will be utilized to support other students while teacher works with ELL.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning will be supported by monthly grade level PLCs and monthly staff development. Teachers will work collaboratively to share best practices and identify students needs based on assessments.

To strengthen ELA, professional learning will include two main areas of study in the 2019-2020 school year: (1) Correcting mismatches between learner and classroom tasks and (2) rigorous classroom tasks. These two areas include:

- Strengthening Tier 1 instruction to meet the needs of the individual learners; Differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't get it -shifting mindset/culture
- Formative Assessments on a regular basis to determine next steps
- Work on a strengths based approach to determine root causes and to correct mismatches for under performance; deepen teacher intervention strategies toolbox
- Provide opportunities for cross curriculum sharing with general education teachers and pull out supports for students with disabilities and designated ELD groups.
- Ed Specialists to participate in PLCs on a regular basis.

***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 PARAS Hrly	-	--	09800-21 51	Paras Hrly will provide additional support for students in classrooms to allow deeper access to the curriculum.	ELD was delivered to students with the support of the para.	Para is not able to connect the ELD lesson directly to curriculum in the classroom.	Classroom teacher needs to deliver the ELD curriculum to students to help students make the connection between classroom content within the ELD curriculum.
Prof & Curriculum Dev Visiting Teacher	-	--	09800-11 92	Visiting teachers will allow grade level teams to meet to develop both long term and short term	Classroom teachers were given data and had an understanding	There is no connection between ELD lessons and classroom curriculum.	Classroom teacher needs to deliver the ELD curriculum to students to help students make the connection between classroom content within the ELD curriculum.

standards based
lessons and
assessments and
discuss best
practices for
ELLs.
of the students
needs.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Communicating the information and the needs of our students. Establishing systems and routines that support data collection and the application to that data collection to instruction. Teachers will select a focus student to dig deep on to create specific strategies to strengthen students area of need.