THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT NYE ELEMENTARY SCHOOL

2020-21

37-68338-6112478
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: Thompson, Pamela
Contact Person: Thompson, Pamela
Position: Principal
Telephone Number: 619-527-4901
Address: 981 Valencia Pkwy, Nye Elementary, San Diego, CA, 92114-6574,
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The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
☒ Parent&Family Engagement Policy
☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified SCHOOL DISTRICT

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Nye Elementary School

SITE CONTACT PERSON: Pamela Thompson

DUE: October 5, 2020

PHONE: 619 430-1200 **FAX:** 619 4301202   **E-MAIL ADDRESS: pthompson1@sandi.net**

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

   ☒ **Title 1 Schoolwide Programs (SWP)**   ☐ **CSI School**

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

   ☒   English Learner Advisory Committee (ELAC)   Date of presentation: Oct 5, 2020

   ☐   Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:

   ☐   Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:

   ☒   Site Governance Team (SGT)   Date of presentation: Oct 2, 2020

   ☐   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: __Oct 5, 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.

_____Pamela Thompson_____   _____/Pamela Thompson/_

   Type/Print Name of School Principal   Signature of School Principal / Date

Brenda Velez-Jo   /Brenda Velez-Jo/
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson / Date

_____   _____

   Type/Print Name of ELAC Chairperson   Signature of ELAC Chairperson / Date

Bruce Bivins   10/6/2020
Type/Print Name of Area Superintendent   Signature of Area Superintendent / Date

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

Revised 9/7/2020

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of Title 1 Schoolwide Program. The staff at Nye Elementary have developed positive and productive relationships with staff, students, parents, and the community so that they would feel supported by the structures we are implementing to support students at Nye Elementary School. Each Stakeholder is invited to be active members of SSC, PTA, and ELAC so that they have an opportunity to voice their concerns regarding their children's social and academic needs. In addition, school programs are strategically designed to engage students and staff in teaching and learning. In order to provide a strong academic program, Nye staff work collaboratively to provide opportunities for students to develop socially, think critically, and problem solve using skills that promote life-long learning. Nye staff is committed to ensuring that all students have access to a quality standards-based education. This School Plan for Achievement includes goals and strategies that will improve student achievement, attendance, and lower suspension rates. We are also committed to providing our students with a safe, supportive, and collaborative learning environment that supports all stakeholders.

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

STAKEHOLDER INVOLVEMENT
At Nye Elementary School, our stakeholders worked collaboratively in the development of this SPSA plan for the 2020-21school year. It is essential to involve all members of our learning community to create a culture of achievement. In 2020-2021, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, PTSA, and staff meetings held throughout the year.
-October 5, 2020- SSC developed and approved 2020-2021 SPSA.
-January 14, 2020- SGT met to analyze data and provided budget recommendations.
-January 14, 2020- ELAC provided input on funding that would support English Language Learners.
January 22, 2020- Staff met to analyze data and provided budget recommendations.
-January 29, 2020- SSC met to discuss the evaluation and assessment survey.
-January 31, 2020- SSC reviewed and approved the 20-21 budget.
-February 6, 2020- Staff met to analyze data and provided budget recommendations.
-February 6, 2020- SSC developed the School Parent Compact and Parent Involvement Policy.

-February 6, 2020- ELAC provided input regarding goals for English Language Learners.

RESOURCE INEQUITIES

Nye's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of the 2020-21 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2020-21 SPSA was focused on ELA and Math funding supported our targeted students, EL's, AA, and SpEd students.

Data indicated that there are inequities in the area of literacy and math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards, teachers will participate in monthly PLCs (while students have opportunities to engage in visual and performing arts and continuation of Core curriculum with subs), strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and administering common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. Data shows improvement however students who identify as 2 or more races are still in the orange). EL's have made a slight process but we will have to continue focusing on this sub-group of students. The school community will continue to work on Trauma-Informed Care and put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance attendance clerk, and certificated staff to monitor attendance and social-emotional needs. There will be home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be a school counselor, UPAC, and nursing staff on-site to support students with social and emotional needs. In addition, the clinician (UPAC) will work directly with staff and families to provide strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS schoolwide to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Pamela Thompson	Principal
Rhea Perez	Classroom Teacher
Brenda Veljo	Classroom Teacher
Citrina Niles	Classroom Teacher
Maricruz Ceceena	Parent
Cassandra Paredes	Community member
Roma Rogue	Parent
Irma Garica	Community member
Theresa Boatman	Parent
Lynda Royster	Other School Representative
James Irby	Classroom Teacher
Victoria LaPierre	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

-This year we improved the levels of support for students and families by supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction. In addition, we have worked to provide teachers with training on Anti-racist teaching to support our new call to action which focus on our African American students, teachers know how to effectively implement these strategies during online learning.
-The upcoming on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Nye staff are creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
-Support for students and their families will be provided by the District's Family and Community Engagement team who will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

*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 changes were due to online learning. Trainings that were not provided directly from the teachers were supported by the district in order for teachers to focus on implementing quality online instruction to students. All other resources such as Trauma-Informed Care and Anti-racist support were implemented by teachers and the counselor.

*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 only changes occurred during distance learning where the district offered parent training to support their children and Tech support to ensure students and parents felt comfortable logging into learning formats or had trouble with their computers.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5	Decrease the overall school-wide chronic absenteeism rate.	10.5%	5%	Attendance	Trimester
June 2021	TK-5	Decrease the overall school-wide suspension rate	2.7%	1.6%	Suspension	Trimester
June 2021	TK-5	Increase the average parent involvement rate (strongly agree and agree)	96%	100%	CAL-SCHLS (CHKS)	Annually

*Identified Need

On the California Dashboard (2019) Nye has made good progress moving students from the orange category but we still to improve in the following indicators: Chronic Absenteeism. The overall school chronic absenteeism rate is 7.9%.

Chronic Absenteeism Rates (subgroups):
English Learners=10.7% down from 16.8% This group is no longer in orange but we need to keep improving and maintaining our success rate in this category.
Students with disabilities= *9.5%* This group is no longer in orange but we need to keep improving and maintaining our success rate in this category.
Two or more races = 15.2% These students are in the Orange and will be the focus of our intervention and strategies to improving their outcomes.
African American = 7.7% This group is no longer in orange but we need to keep improving and maintaining our success rate in this category.

*Online Learning Implications

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

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

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

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

-Schools will continue wellness efforts via school wellness coordinators.

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

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

Attendance/Chronic Absenteeism related

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

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

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

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Decrease chronic abseteeism rate	10.7%	8%	Attendance	trimester
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	9.5%	5.5%	Attendance	trimester
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism rate	15.7%	5%	Attendance	trimester
June 2021	TK-5	Black or African American	Decrease chronic absenteeism rate	7.7%	3%	Attendance	trimester
June 2021	TK-5	English Learner	Decrease suspension rates	2.3%	<1%	Suspension	monhly

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following subgroups**:**African American, English Learners, and students with disabilities. All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups**: African American**, English Learners and students with disabilities.

*Strategy/Activity - Description

The Attendance clerk and counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, professional development funds will help the principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. This will be in the way of supporting professional development focused on Trauma-Informed care, giving teachers the support and strategies needed to support these students in these areas. We will also seek support from the district parent involvement office to support staff in going on home visits. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our neediest students.

The Attendance clerk will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Attendance and district counselor will also be active members of the PBIS team and/or other subcommittees as needed to support the positive school culture.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02181H	Attendance Asst	0.16250	$5,363.96	$12,178.47	0218-00001-00-2404-3130-0000-01000-3401	Site Funded Positions	[no data]		The attendance clerk is responsible for tracking and montioring our chronic attendance and work with the counselor to do home visit.
N021831	Supplies		$3,316.00	$3,316.00	0218-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Funds to support student with materials needed at home during distance learning such as headphones, journal and other supplies
N02189B	Clerical OTBS Hrly		$200.00	$265.58	0218-30106-00-2451-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		These funds were allocated to pay staff for doing home visits outside of their work day. In addition, to supporting teachers as an assistance when they do home visits
N02189C	Classroom Teacher Hrly		$500.00	$611.45	0218-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		These funds are set-side to encourage parent involvement and support from teachers and to give them an incentive to do home visits

*Additional Supports for this Strategy/Activity

The district assigned school counselor and UPAC will provide additional student supports in the area of social and emotional well-being at no cost to our site. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor and UPAC will work collaboratively with students, parents, principal, and office staff to implement strategies that will decrease chronic absenteeism and suspension rates. The

counselor and attendance clerk will conduct home visits to ensure families receive the supports they need to get their children to school every day on time.

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.

Resources were allocated to fund the following:
Intervention teacher (from December - April) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions.
Provide support for English Learners in acquiring English and accessing grade-level content.
Professional Learning Community (PLC) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions.
Collaboration includes support in academics, social/emotional, assessments, and direct instruction.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies. Benchmark Advance in order to support vertical alignment and ELD instruction

*Major Differences

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

We are using the same interventions as last year - data shows that they have been instrumental in changing the outcomes for our students. The only changes will be:
We will not be using site funds to purchase Benchmark Advance to support Vertical Alignment and ELA and ELD instruction. The district adopted a curriculum that supports vertical alignment.

Our Black Youth (Call to Action), Sped and English Learners are a district focus. All resources will be directed to improving the educational outcome for those sub-groups.

*Changes

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

We will continue to implement last year's changes during distance learning.

PLC time will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). It will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math.

The intervention teacher will continue to collaborate with administration and other support staff (Ed. Specialists, counselor, and teachers in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to our Special education and English Learners. In addition, our site tech is responsible for uploading, maintaining, and training teachers on software such as interim assessments (SBAC practice), Raz-kids, ST math and acts as our testing coordinator. She also trains students on how to utilize the "tools" on the computer such as annotating, highlighting, and spell check so students are familiar with these tools during state testing

Visiting teachers will release classroom teachers for PLCs and work collaboratively with teachers so that students don't miss Tier 1 instruction in their absence.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students and exceeding grade level standards	65.7%	75%	CAASPP ELA	Annually
June 2021	4th	Increase the percentage of students and exceeding grade level standards	70.7%	80%	CAASPP ELA	Annually
June 2021	5th	Increase the percentage of students and exceeding grade level standards	72.5	80%	CAASPP ELA	Annually

| June 2021 | 3-5 | Increase the percentage of students and exceeding grade level standards | 69.8% | 75% | CAASPP ELA | Annually |
| June 2021 | 3-5 | increase students scoring at college readiness | data no available | 75% | FAST aReading | trimester |

*Identified Need

Nye's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-20 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA. The 2019-20 SPSA focused on ELA and Math supporting our targeted students: EL's, AA and SpEd students.

The school's overall data for our students in 3rd-5th grade analyzed performance on those who met or exceeded grade-level standards in ELA. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our African American, English Learners, and students with disabilities. The data also indicates that there is an achievement gap with students who are African American, English Learners, and in Special Education.

Data indicated that there are inequities in the area of literacy and math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers will participate in monthly PLCs (while students have opportunities to engage in visual and performing arts and continuation of Core curriculum with subs), strengthen tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and administer common formative assessments for all TK-5th grade students and monitor student progress together as a grade-level team on a bi-weekly basis.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. Data shows improvement, however, students who identify as 2 or more races are still in the orange. EL's have made a slight improvement but we will have to continue focusing on this sub-group of students. In addition, our African American students are currently doing well in this area so our goal is to maintain and raise the success rate for these sub-groups. The school community will continue to work on Trauma-Informed Care and have put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, clerk, and certificated staff to monitor attendance and social emotional needs. There will be home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be a school counselor, UPAC, and nursing staff on-site to support students with social and emotional needs. In addition, the clinician (UPAC) will work directly with staff and families to provide strategies to support students in class and at home. The school recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS schoolwide to cultivate a positive school culture for all stakeholders.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers will participate in monthly PLCs, strengthening tier one instruction by integrating ELD lessons and co-teaching throughout the school year for all classroom teachers and Education Specialists; and administering common and common formative assessments tor all TK-5th grade students, and monitoring student progress together as a grade-level team on a monthly basis.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Increase the percentage of students meeting or exceeding grade-level standards	38.9% (2018) no data 2091	45%	CAASPP ELA	annually
June 2021	3rd	Students with Disabilities	Increase the percentage of students meeting or exceeding grade-level standards	29.4%	35%	CAASPP ELA	annually

June 2021	4th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade-level standards	7.7%	21%	CAASPP ELA	annually
June 2021	4th	English Learner	Increase the percentage of students meeting or exceeding grade-level standards	41.2%	52%	CAASPP ELA	annually
June 2021	5th	English Learner	Increase the percentage of students meeting or exceeding grade-level standards	40%	52%	CAASPP ELA	annually
June 2021	5th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade-level standards	33.3	40%	CAASPP ELA	annually
June 2021	3-5th grades	Black or African American	increase students scoring at college readiness	data not available	60%	FAST aReading	trimester
June 2021	3-5th grades	English Learner	increase students scoring at college readiness	data not available	60%	FAST aReading	trimester
June 2021	3-5th grades	Students with Disabilities	increase students scoring at college readiness	data not available	60%	FAST aReading	trimester

Strategy/Activity 1: PLC Plan for Literacy

*Students to be served by this Strategy/Activity

Nye Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Every student at Nye Elementary School will benefit from this strategies in the area of English Language Arts, specially, the following subgroups: English Learners and Special education students.

*Strategy/Activity - Description

The Intervention teacher, site tech, and classroom teachers will continue to support students in the area of English Language Arts. This will allow students to maximize their learning time and academic progress in class and computer lab. In addition, we will set aside professional development funds that will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measured by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model, and ELD instruction, giving teachers the support and strategies needed to support students in these areas. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our focus 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
F02181J	Network Sys Techn	0.80000	$35,976.80	$62,852.09	0218-30100-00-2405-2420-0000-01000-0000	Title I Basic Program	[no data]		Support closing the achievement gap in ELA and Math: Support for students and parents by providing one on one support during distance learning, handing out computers and fixing tech problem so parent don't have to call IT. supporting teachers with need software and computer problems
N02185D	Supplies		$431.00	$431.00	0218-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies such as copy paper, paper, crayon, software, headphones and take-home bags
N02185N	Prof&Curriclm Dev Vist Tchr		$1,000.00	$1,222.90	0218-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		PLC funds to support teacher planning time in order to close the the achievement gap and focus on ELD,ELA,Math and vertical alignment
N02186L	Retired Clsrm Teacher Hrly		$7,500.00	$9,171.75	0218-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		ntervention teacher (from December - April) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Professional Learning Community (PLC) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions.
N02188M	Prof&Curriclm Dev Vist Tchr		$1,000.00	$1,222.90	0218-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC funds to support teacher planning time in order to close the the achievement gap and focus on ELD,ELA,Math and vertical alignment

N021895	Interprogram Svcs/VAPA		$5,000.00	$5,000.00	0218-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		To Support PLC thought the year by providing teacher coverage
N02189D	Supplies		$2,000.00	$2,000.00	0218-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support in closing the achievement gap in ELA. Supplemental and intervention materials and curriculum for students
N02189E	Supplies		$400.00	$400.00	0218-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies such as copy paper, paper, crayon, software, headphones and take-home bags
N02189F	Supplies		$10,000.00	$10,000.00	0218-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional supplies for take-home bags, software Supplies that would support the students across the year.

*Additional Supports for this Strategy/Activity
Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either RAZ-KIDS or Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.

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.

Resources were allocated to fund the following:

Intervention teacher (from December - April) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions.

Provide support for English Learners in acquiring English and accessing grade-level content.

Professional Learning Community (PLC) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments, and direct instruction.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve 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.

We are using the same interventions as last year - data shows that they have been instrumental in changing the outcomes for our students. The only change will be that since our SpEd and English Learners are a district focus, all resources with be directed at those sub-groups. The only change is our districts call to action to focus on our African American students.

*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.

PLC time will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). It will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math.

The intervention teacher will continue to collaborate with administration, and other support staff (Ed. Specialists, Counselor, and teachers in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to our Special education and English Learners. In addition, our site tech is responsible for uploading, maintaining, and training teachers on software such as interim assessments (SBAC practice), Raz-kids, ST math, and acts as our testing coordinator. She also trains students on how to utilize the "tools" on the computer such as annotating, highlighting, and spell check so students are familiar with these tools during state testing

Visiting teachers will release classroom teachers for PLCs and work collaboratively with teachers so that students don't miss Tier 1 instruction in their absence.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students meeting and exceeding grade level standards	70.1	80%	CAASPP Math	Annually
June 2021	4th	Increase the percentage of students meeting and exceeding grade level standards	75.9	85%	CAASPP Math	Annually
June 2021	5th	Increase the percentage of students meeting and exceeding grade level standards	62.5	75%	CAASPP Math	Annually
June 2021	3-5th	Increase the number of students on the FAST aMath scoring at College Pathway	no data	75%	FAST aMath	Annually

*Identified Need

Based on the data from the California Dashboard, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our African American, English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are in Special Education and English Learners. While our African American and English learners have made great progress moving out of the orange and into the green, we will have focus on maintaining and improving that growth. However, our deeper focus will be on our Students with Disabilities who also made progress by moving our students out of the orange to yellow. However, we have continued our efforts to improve academic achievement of our sub-groups. These sub-groups are addressed in the goal for all students.

To continue to support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs; strengthening tier one instruction by integrating ELD lessons in math and co-teaching throughout the school year for all classroom teachers and Education Specialists; and administering common and common formative assessments for all TK-5th grade students, and monitoring student progress together as a grade level team on a monthly basis.

*Online Learning Implications

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Increase the percentage of students meeting and exceeding grade level standards	63.6% no data for 18-19	75%	CAASPP Math	Annually

June 2021	3rd	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	35.3	45%	CAASPP Math	Annually
June 2021	3rd	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	58.8%	70%	CAASPP Math	Annually
June 2021	4th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	30%	50%	CAASPP Math	Annually
June 2021	4th	English Learner	Increase the percentage of students meeting and exceeding grade level standards	46.2%	60%	CAASPP Math	Annually
June 2021	4th	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	no data	50%	CAASPP Math	Annually
June 2021	5th	English Learner	Increase the number of students on the FAST aMath	no data	50%	FAST aMath	Trimester

			scoring at College Pathway				
June 2021	5th	Students with Disabilities	Increase the number of students on the FAST aMath scoring at College Pathway	no data	50%	FAST aMath	Trimester
June 2021	5th	Black or African American	Increase the number of students on the FAST aMath scoring at College Pathway	no data	50%	FAST aMath	Trimester

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from this strategy

*Strategy/Activity - Description

The Education specialist, intervention teacher, and Speech teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness and implement co-teaching model. They will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction).   In addition, they will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. Finally, they will work directly with community partners, students, and families to enhance the school collaborative goals and to increase family engagement which will positively impact attendance, school culture, and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02181I	Network Sys Techn	0.20000	$8,994.20	$15,713.02	0218-09800-00-2405-2420-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math: Support for students and parents by providing one on one support during distance learning, handing out computers and fixing tech problem so parent don't have to call IT. supporting teachers with need software and computer problems
N02182J	Supplies		$2,922.00	$2,922.00	0218-09800-00-4301-1000-	LCFF Intervention Support	English Learners,		Supplies to support math online learning such as software, take-home bags, copies if needed, etc.

					1110-01000-0000		Foster Youth, Low-Income	
N021865	Classroom Teacher Hrly		$500.00	$611.45	0218-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Tutoring support for identified students in mathematics
N021869	Interprogram Svcs/Field Trip		$1,000.00	$1,000.00	0218-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Connecting classroom instruction to real-world applications in academic content areas

Nye Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

Nye staff has seen growth among our English Language Learners. According to the California Dashboard, we have 56.3% making progress towards English Language proficiency compared to the year before in which only 32.1% of students were making progress. However, Nye staff is continuing to focus on our English Learners by not only focusing on ELPAC testing results but also students' progress in the 6 ELPI levels to determine EL progress towards Language proficiency. We can no longer accept and be comfortable with our overall progress and not determine if the groups are maintaining in the 6 ELPI levels or moving up within level and making progress.

Resources were allocated to fund the following:

Education specialist, speech and intervention teachers to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA/ELD and other content areas; Support professional development.

Support staff listed above also support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. Speech, Intervention teacher, and Educational specialist will also help facilitate professional development in all grade levels and work directly with students to increase the educational outcomes for our students.

*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 how we are holding ourselves accountable to student progress towards English Language proficiency and what data will be use to get a better picture of student levels within the ELPAC. (ELPAC & ELPI)

*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 only change is how we monitor student success and the implementation of the new Benchmark ELD curriculum.
PLC time will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). It will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math.
The intervention teacher will continue to collaborate with administration and other support staff (Ed. Specialists, Counselor, and teachers in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to our Special education and English Learners. In addition, our site tech is responsible for uploading, maintaining, and training teachers on software such as interim assessments (SBAC practice), Raz-kids, ST math, ELD curriculum and acts as our testing coordinator. She also trains students on how to utilize the "tools" on the computer such as annotating, highlighting, and spell check so students are familiar with these tools during state testing
Visiting teachers will release classroom teachers for PLCs and work collaboratively with teachers so that students don't miss Tier 1 instruction in their absence.

*Integrated English Language Development

All professional development will include Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them in classroom instruction. Teachers will also implement designated and integrated ELD on their schedules and use the district digital ELD program as well as the Benchmark Advance bought by the site. Classroom walkthroughs will be conducted to show evidence of designated and integrated ELD.

*Designated English Language Development

Professional Development will include specific topics for Designated and Integrated ELD. Teachers will meet in monthly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated and Integrated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	32.1%	60%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	46.4%	60%	CAASPP Math	Annually
June 2021	K-5	English Learner	Increase minimum of one performance level.	no data available	60%	Summative ELPAC	Annually

*Identified Need

English Learner students make up 20.7% of the overall student population. According to the CA Dashboard, English Learner students are performing 38.5 points above standards which is an increase from 28.5 points below standards in ELA and 23.points above standards in Math. We have seen growth at all levels. However, we continue to focus on this group to ensure they are making a years' progress within the level they are currently in. For example, we have 56% of overall progress for our EL but only 65% are excelling towards reclassification. The goal would be to move them out of the status while making students in the very low (less than 35%) or low who are less than 45% continue to show progress as measured by the California Dashboard and ELAC testing.

*Online Learning Implications

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

-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

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

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

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

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standard	38.9% 2018 data	50%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standard	38.9% 2018 data	50%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standard	41.2%	60%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standard	58.8	75%	CAASPP ELA	Annually

June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standard	no baseline data	60%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standard	no baseline data	60%	CAASPP Math	Annually
June 2021	2-5	English Learner	Increase the percentage of English Learners eligible for reclassification reclassify.	100%	100%	Summative ELPAC	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Every student at Nye Elementary School will benefit from this strategies in the area of English Language Arts and Math, specially, the following subgroups: English Learners.

*Strategy/Activity - Description

The Intervention teacher, site tech, and classroom teachers will continue to support students in the area of English Language Arts and Math. This will allow students to maximize their learning and progress academically in class and the computer lab. In addition, set aside professional development funds will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measures by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model, and ELD instruction, giving teachers the support and strategies needed to support students in these areas. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our focus 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
N02182C	Clerical OTBS Hrly		$300.00	$398.37	0218-30106-00-2451-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Assist in English Learner program needs

N02186K	Retired NonClsrm Tchr Hrly	$2,500.00	$3,057.25	0218-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support English Learners and intervention teacher to support in the way of small groups and ELPAC testing
N021896	Interprogram Svcs/VAPA	$12,000.00	$12,000.00	0218-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		To provide release time for teacher to plan and implement ELD instructional practices. PLC time
N02189H	Supplies	$4,000.00	$4,000.00	0218-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Materials to support ELD instruction, Resource materials for teachers. Book that support learning in their native language

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In 2019-20, adminstrator met with teachers to discuss IEP goals and interventions with our Special Education team to ensure students were meeting the goals on their IEP. If data showed students needing additional support, case managers met with grade-level and parents to formulate a plan to improve the academic outcome for these students. Results showed that this sub-group of students, according to their progress reports, grades, and the California Dashboard that our interventions were working. Yet, as a staff we still have work to do to support our SWD students. They have moved from orange in suspension and chronic attendance but only maintain the same level in English Language Arts. In order to support these student need, the site will offer our neediest students site base appointment during online learning to help the student with any low of learning they have experienced during distance learning

*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 changes are how we are supporting our SWD students during distance learning. They are still receiving services during online learning and office hours of the case managers. We will also be offering these students the opportunity to come on site for additional support from case managers and their teachers.

*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 only changes for 2020-21 are the level of support students will receive during distance learning by giving appointment-based on-site learning.

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2020	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	23.5%	35%	Other (Describe in Objective)	annually
June 2020	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	35.7%	45%	Other (Describe in Objective)	annually
June 2020	TK-5	Students to meet IEP goals	baseline year	100%	Progress Reports on IEP Goals	trimester

*Identified Need
According to the California Dashboard, students with disabilities are performing 52.4 points below standards in ELA and 45 points below standards in Math. *Note: Goals under Annual Measurable Outcomes are limited by accessible data.

*Online Learning Implications
-Implementation of IEP Services in Online Learning Setting
-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
-All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	29.4	40%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	7.7%	20%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	29.4%	45%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	35.3%	45%	Other (Describe in Objective)	Annually

June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	46.2%	56%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	25%	50%	Other (Describe in Objective)	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

-District will provide students with targeted small group support through a push-in integrated model.

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

-Online professional development modules with iELD (integrated English Language)

-The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-

These students will receive direc instruction for language through newcomer classes, push-in class support, or small group support.

-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition. Formative assessment data will be collected, analyzed and feedback given to students.

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

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

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N021832	Supplies		$240.00	$240.00	0218-65000-00-4301-1110-5770-01000-4262	Special Education NonPersonnel	[no data]		Supplies such as copies, printing of IEP and materials need to support resource students
N021894	Classroom Teacher Hrly		$1,500.00	$1,834.35	0218-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Intervention teacher to support co-teaching planning and small group instruction before and after school
N021897	Interprogram Svcs/VAPA		$5,000.00	$5,000.00	0218-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		These funds will be used to assist with resource teachers having the opportunity to join PLC with grade-level teachers.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Increase the number of Black youth attending school by decreasing our suspension rates	5%	1%	Suspensions (Classroom and School)	Annually
June 2021	TK-5	Black Youth	Increase the the number of black youth meeting or exceeding grade-level standards in ELA and Math	50%	70%	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Nye Elementary School site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Nye Elementary School will develop and implement a site-specific system for tracking classroom referrals.
3. Nye Elementary 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. Nye Elementary School 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, Nye Elementary School will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Nye Elementary School is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement. At Nye Elementary School, we understand the importance of supporting our African American (Black Youth) and are working in collabortively with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension, and not given the opportunities to take higher-level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, suspensions, and social and emotional wellbeing in order to improve their experiences. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.
*Online Learning Implications
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

*Students to be served by this Strategy/Activity
All students at the school will benefit from this strategy/activity, specifically our Black Youth.
*Strategy/Activity - Description
The Intervention teacher, site tech, and classroom teachers will continue to support students in the area of English Language Arts. This will allow students to maximize their learning time and academic progress in class and computer lab. In addition, set aside professional development funds will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measures by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model, and Anti-Racist and Trauma-Informed care curriculum - giving teachers the support and strategies needed to support Black Youth. Finally, planning time will be given to teachers in the way of PLC's to help them plan lessons to support our focus 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

N02189G	Supplies	$5,000.00	$5,000.00	0218-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To purchase culturally responsive materials such as classroom library, Professional development resources for teachers.
	Interprogram Svcs/VAPA			0218-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N021895	planning time will be given to teachers in the way of PLC's to help them plan lessons to support our focus students
	Interprogram Svcs/VAPA			0218-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners | Ref Id : N021896	planning time will be given to teachers in the way of PLC's to help them plan lessons to support our focus students
	Prof&Curriclm Dev Vist Tchr			0218-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N02185N	planning time will be given to teachers in the way of PLC's to help them plan lessons to support our focus students
	Prof&Curriclm Dev Vist Tchr			0218-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02188M	planning time will be given to teachers in the way of PLC's to help them plan lessons to support our focus students

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.

In order for parents to be involved, parents often request training and childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

*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.

Childcare will be provided for parent trainings and meetings. However, the number of parents who attended trainings/meetings and utilized this support is minimal. However, parents are highly involved in school activities and in their children's classrooms. A parent room has also been given to parents as a support where parents can assist each other (including babysitting) so they can go into classrooms.

*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.

Continue to provide childcare for parent trainings/meetings. In addition, subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success

June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	92% of the strongly agree and agree	100%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase parent involvement among all parent groups especially our English Learners and Special education students and Black Youth	300	383	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase parent involvement among all parent groups especially our English Learners and Special education students and Black Youth	300	383	CAL - SCHLS (CSPS)

*Identified Need

Based on the California Dashboard, there are inequities in the areas of chronic absenteeism and suspension rates (both areas are orange). The office staff will work collaboratively and closely with the principal, school counselor, attendance clerk, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly home visits as needed and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be counseling and UPAC on-site (weekly) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinician will work directly with staff and families to provide professional development and parent trainings that include strategies on how to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school-wide to cultivate a positive school culture.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 40.25% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 287 parents completed the survey in a student population of 558 students.

Parent Involvement (indicators) that include only "Strongly Agree" responses:

-School allows input and welcomes parents' contributions= 45%

-School encourages me to be an active partner with the school in educating my child= 49%

-School actively seeks the input of parents before making important decisions= 35%

-Parents feel welcome to participate at this school= 58%

Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:

-School allows input and welcomes parents' contributions (45% 51%=96%)

-School encourages me to be an active partner with the school in educating my child (49% 48%= 97%)

-School actively seeks the input of parents before making important decisions (35% 53%=88%)

-Parents feel welcome to participate at this school (58% 39%=97%)

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

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

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

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

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

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

Training for parents and other caregivers

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

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all	45%	90%	Other - Describe in Objective

		parent groups as measured by CA Parent Survey.			
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	49%	90%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	35%	90%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	58%	90%	Other - Describe in Objective

Strategy/Activity 1

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage parents to participate in school-wide events and SSC, SST, PTA and ELAC

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N021848	Supplies		$1,830.00	$1,830.00	0218-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supporting Parent training materials.

*Additional Supports for this Strategy/Activity

Allocate funds for School/Home communication. Postage is necessary in order to consistently inform parents of individual or school wide matters. This will keep our parents informed and supportive of the work at school.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Intervention teacher, education specialist, and speech teachers to support classroom teachers with tier 1 instruction (co-teaching) and support struggling students with tier 2 interventions; Provide support for African Americans, English Learners, and SWD in acquiring grade-level standards and accessing grade-level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development. Collaboration includes support in academics, Language models, direct instruction to potential at risk LTELs, African Americans, and SWD students. District to help facilitate professional development in all grade levels and work directly with teachers to support parents.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies for our African American, English Learners, and Students with disabilities.

*Major Differences

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

The only major difference is that these invention have to occur during distance learning as well as onsite.

*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. No major changes				

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd	Increase the amount English Learners reading at or above grade-level	65%	80%	Grade 3 ELA Reading	Trimester
June 2020	3rd	Increase the amount of SWD students reading at or above grade-level	40%	60%	Grade 5 ELA Reading	Trimester
June 2020	3rd	Increase the amount of 5th grade African American students reading at or above grade-leve	not data	90%	Grade 5 ELA Reading	Trimester

*Identified Need

The 2020-21 SPSA will focus on ELA and Math funding supported our targeted students, EL's, AA, and Sped students.

Data indicated that there are inequities in the area of literacy and math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. In order to improve the graduation rate, we will have focus to our AA, EL, and SWD students to provide them the support needed to read at or above grade-level by the end of 3rd grade. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs (while students have opportunities to engage in visual and performing arts and continuation of Core curriculum with subs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and administering common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates (Data shows improvement however students who identify as 2 or more races are still in the orange). EL's have made a slight improvement but we will have to continue focusing on this sub-group of students. The school community will continue to work on Trauma-Informed Care and have put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance attendance clerk, and certificated staff to monitor attendance and social-emotional needs. There will be home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with

families. There will be a school counselor, UPAC, and nursing staff on-site to support students with social and emotional needs. In addition, the clinician (UPAC) will work directly with staff and families to provide strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS and Anti-Racist professional development school-wide to cultivate a positive school culture for all stakeholders. Finally, we have to make sure student attendance and suspension are monitoring because students can not learn if they are not at school.

*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	3rd	English Learner	Increase the percentage of students reading at or above	65%	75%	Grade 3 ELA Reading	trimester
June 2021	3rd	Students with Disabilities	Increase the percentage of students reading at or above	10%	30%	Grade 3 ELA Reading	trimester
June 2021	5th	Students with Disabilities	Increase the percentage of students reading at or above	7%	20%	Grade 5 ELA Reading	trimester
June 2021	5th	English Learner	Increase the percentage of students reading at or above	41.2%	55%	Grade 5 ELA Reading	trimester
June 2021	3rd	Black or African American	Increase the percentage of students reading at or above	no data	65%	Grade 5 ELA Reading	trimester
June 2021	5th	Black or African American	Increase the percentage of	no data	65%	Grade 5 ELA Reading	trimester

				students reading at or above			

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from these strategies especially our African American, English Learners and our students with disabilities

*Strategy/Activity - Description

Education specialist and speech teachers to support classroom teachers with tier 1 instruction (co-teaching) and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; support professional development.

District assigned resource teachers to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, Language models, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with teachers to support parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02184X	Travel Conference		$1,500.00	$1,500.00	0218-30106-00-5207-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To support training for Principal, staff and teachers that would help us learn instructional practices that would benefit our struggling students
	Prof&Curriclm Dev Vist Tchr				0218-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N02185N	Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
	Prof&Curriclm Dev Vist Tchr				0218-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02188M	Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

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

As a leader, it will be imperative to build capacity in order to implement this plan with all stakeholders. With a switch to online learning, it will be a priority to coordinate all of the supports on-site so that it's a team effort to build collective efficacy. In preparation for offering both online and on-site learning during the 2020-2021 school year parents were invited to A Welcome Week hosted for educators, students, and families in which virtual lessons, training, and professional development.

Student attendance and outreach were done by the administrator during the Principal's chats and Class Dojo to ensure parents and students were aware of our return to distance learning and had the necessary equipment and supplies at home. We handled out over 330 take-home bags to support student learning. Students received a district-issued device to ensure access to curriculum while in a distance learning format and internet connectivity supported for any SDUSD family that does not have an Internet connection to support online learning. In addition, our Site tech offered appointment base support daily to help parents with software and connection to learning formats.

In Online learning, our students begin each day with 15 minutes of office hours so parents can reach out to the teacher for support before starting class at 8 am, support with understanding the schedule for the day, and technology support. Teachers also focus on social-emotional learning and topics such as anti-bullying, computer etiquette, mindfulness, and wellness.

Teachers were also trained in how to effectively engage parents and their children while online. Teachers reached out to parents daily to ensure they knew the schedule for class and offered office hours for additional support. Many also help parents outside their work hours to ensure they felt confident with the online learning process. For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

As a leader, it will be imperative to build capacity in order to implement this plan with all stakeholders. With a switch to online learning, it will be a priority to coordinate all of the supports on-site so that it's a team effort to build collective efficacy.

Our professional development plan is focused on distance learning and Anti-Racist teacher to meet the districts' Call to Action to support Black Youth. Our data shows that as a school site and a district that this focus will support African American students who disproportionately have high rates of suspension, chronic attendance and are placed in special education at an alarming rate. In order to combat this issue teacher and staff need support in how to change our behaviors so that these children feel welcomed on our campus

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Nye Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will work alongside all members of the PBIS team, teachers, and support staff to ensure that the following are in place at the school:

-A guaranteed and viable curriculum in every classroom.

-All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.

-Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.

-Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.

-All staff knows students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

-Develop and fine-tune a comprehensive assessment system.

-Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.

-Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.

-Ensure that reteach and reassessment opportunities are provided to students.

-Ensure that all students have access to rigorous and standards-based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the ILT and support staff will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

-Data from classroom observations and common assessments will be used to inform professional learning opportunities.

-Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.

-The school's focus, vertical alignment, common assessments, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

-Model positive and productive relationships with staff, students, parents, and community.

-Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.

-Value mutual respect, multiple cultural perspectives, and experiences.

-Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

-Develop and maintain clear systems to organize and maximize resources and operations.

-Establish clear lines of communication.

-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

-Cultivate positive relationships with parents and community.

-Implement systems and structures that engage, teach, support parents/community.

-Have clear and open communication with parents/community.

-Help parents understand their child's learning successes and needs.

-Provide resources to support parents.

Leading for Second Order Change

-Strengthen and fine-tune current instructional practices.

-Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson design and studies.

-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social-Emotional learning (safe, supportive, and collaborative school culture).

-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.

-Reflect on our work as educators and equity for ALL STUDENTS.

-Be comfortable with Being Uncomfortable

-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

-Strong knowledge of the content standards in English, Math, and Science.

-Deeper understanding of the vertical alignment of critical concepts between grade levels.

-Application of teaching practices that impact student achievement.

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding, building upon learning from previous year, as evidenced by:

-Daily monitoring of student progress towards a learning goal as well as specific targets.

-Lifting or shifting instruction in the moment based on what students are controlling and approximating

-Team analysis of student work and next steps on a monthly basis (PLC).

Planning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

-Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.

-Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:

Progression of Learning

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).
- Developing systems for monitoring.

Professional Development Goals
- Build Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Co-teaching model
Focus:
- Instructional Practices/Balanced Literacy/Collaborative Conversations/support for targeted students
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:
- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback
Lift and Shift:
- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding?

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Nye Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 74,182
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)	$ 151,360

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)	$36,480
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $36,480

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)	$40,698
[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): $ 40,698

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $151,360

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Nye Elementary	09800 LCFF Intervention Support	Network Sys Techn	2405	Technical Professional OTBS	0.2000	$ 8,994.20
		Network Sys Techn	3000			$ 6,718.82
			1157	Classroom Teacher Hrly		$ 500.00
			1189	Retired Clsrm Teacher Hrly		$ 7,500.00
			1192	Prof&Curriclm Dev Vist Tchr		$ 1,000.00
			1986	Retired NonClsrm Tchr Hrly		$ 2,500.00
			3000			$ 2,563.35
			4301	Supplies		$ 4,922.00
			5735	Interprogram Svcs/Field Trip		$ 1,000.00
			5738	Interprogram Svcs/VAPA		$ 5,000.00
	09800 LCFF Intervention Support Total				**0.2000**	**$ 40,698.37**
	30100 Title I Basic Program	Network Sys Techn	2405	Technical Professional OTBS	0.8000	$ 35,976.80
		Network Sys Techn	3000			$ 26,875.29
			1157	Classroom Teacher Hrly		$ 2,000.00
			1192	Prof&Curriclm Dev Vist Tchr		$ 1,000.00
			3000			$ 668.70
			4301	Supplies		$ 831.00
			5738	Interprogram Svcs/VAPA		$ 5,000.00
	30100 Title I Basic Program Total				**0.8000**	**$ 72,351.79**
	30103 Title I Parent Involvement		4301	Supplies		$ 1,830.00
	30103 Title I Parent Involvement Total					**$ 1,830.00**
	30106 Title I Supplmnt Prog Imprvmnt		2451	Clerical OTBS Hrly		$ 500.00
			3000			$ 163.95
			4301	Supplies		$ 22,316.00
			5207	Travel Conference		$ 1,500.00
			5738	Interprogram Svcs/VAPA		$ 12,000.00
	30106 Title I Supplmnt Prog Imprvmnt Total					**$ 36,479.95**
Grand Total					**1.0000**	**$ 151,360.11**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Nye Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Nye Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Nye Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

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

- The school convenes an annual meeting to inform parents of Title I Students about Title I Requirements and about the right of parents to be involved in the Title I program.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email and ClassDojo messages sent home alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Monthly SSC meetings are scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, ClassDojo, school calendars, flyers, phone calls, marquee and website to advertise parent meetings.

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

> - The school convenes an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.
> - Monthly SSC meetings are scheduled at a time convenient for parents to attend and on Zoom.
> - Input on Title 1 Policy and programming main topic on SSC agenda.

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

> - School Site Council Meetings
> - Site Governance Team (SGT) meetings
> - PTA Meetings
> - Principal's Chats

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

> - The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings on Zoom are held on various days of the week to support during distance learning. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

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

> - Nye Elementary provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Council and PTA Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

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

> - Nye Elementary provides parents of Title I students with timely information about Title I programs.
> - Our site also provides parents with timely information through the school bulletin boards, ClassDojo, flyers, phone calls, marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are

expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

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

> - If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
> - The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
> - All assemblies for students are open to all families.
> - SSC meetings are scheduled to accommodate parent schedules.
> - Monthly Principal's Chat
> - Monthly Calendars with meeting announcements and information.
> - School Messenger calls and emails (DoJo) with meeting announcements and information.

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

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

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, 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 school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

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

- Nye Elementary distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

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

- Parents are provided parent workshops to support student achievement.
- When necessary, the Principal and Support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Nye Elementary School offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays
- Monthly school Calendars with meeting announcements and information.
- School Messenger calls and emails (DoJo) with meeting announcements and information.

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

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.
- Funds were included in our Parent Involvement Budget for child care during parent workshops.

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

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

- The Principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, contact through Class Dojo, email or call.

This policy was adopted by Nye Elementary on October 5, 2020 and will be in effect for the period of 2020-2021

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 29, 2020.

Dr. Pamela Thompson

September 29, 2020

APPENDIX C

SCHOOL PARENT COMPACT

NYE ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Nye Elementary distributes to parents and family members a School-Parent Compact. This Compact, which has been jointly developed with parents and staff, outlines how parents, students and staff will share the responsibility for improved student academic achievement. This Compact describes specific ways stakeholders 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 annually 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 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?

- Nye Elementary convenes annual meetings to inform parents about the right to be involved. This is usually done in connection with our school-wide parent meetings, Back to School night and online learning formats such as Class Dojo.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents about their student's progress.

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

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

- During Back to School Night, school staff provide an in-depth outline of what students will be learning during the year and the academic standards for students. Teachers demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

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

- In the 2020-21 school year, Nye staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year, such as CAASP, ELPAC, GATE, and DRA.

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

- During the school year, school staff work together to support families who are economically disadvantaged, and Students with Disabilities, to explain academic progress in parent friendly language.

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- Nye Elementary convenes an annual meeting to inform parents about their rights to be involved in SSC, ELAC and PTA. This is usually done in connection with our Back to School nights. Nye's Class Dojo, bulletin boards, monthly calendars, school newsletters, flyers, phone calls, marquee, and website are used to advertise parent meetings and training sessions offered at Nye and off site, such as:

- The school distributes information related to school and parent programs, meetings, and other activities to parents and guardians in a format and language that they can understand.

- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better serve our families.

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

- Nye convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night and Monthly Principal Chats.
- With the support of the District's Family Engagement Department, the school administers a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Principal Chats, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by Nye Elementary on October 1, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before October 30, 2020.

Dr. Pamela Thompson

October 1, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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

Reclassification data results can be requested from the school site.

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

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

Nye Elementary

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

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Green	Blue	No Performance Color	Green

Mathematics
Green
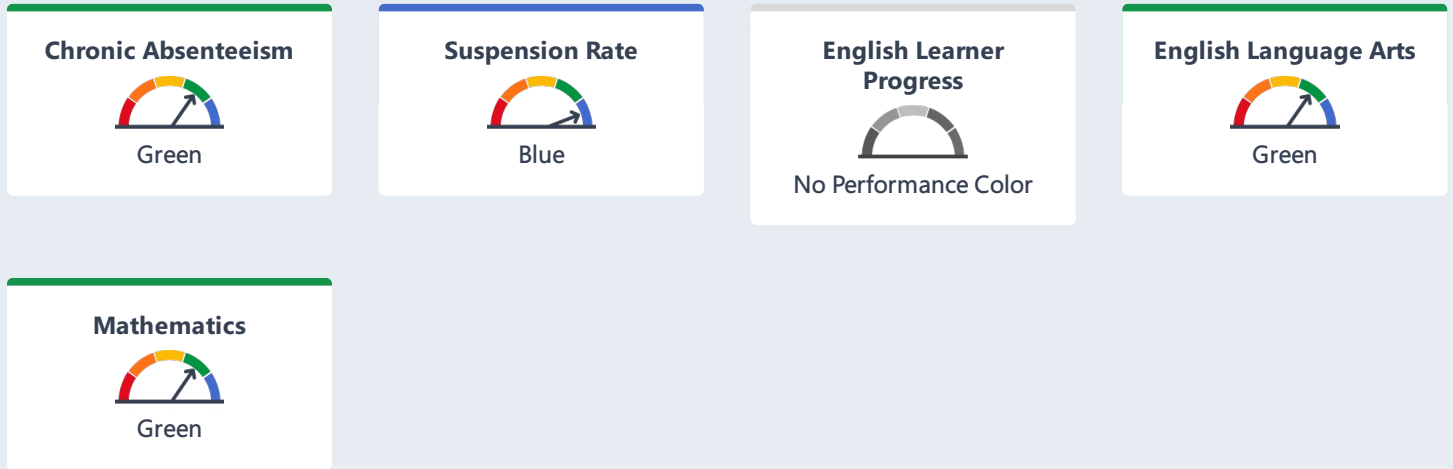
School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Nye Elementary	981 Valencia Parkway San Diego, CA 92114-6574	N/A	K-5

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
411	70.1%	20.7%	0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Green

42.7 points above standard

Increased 3 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

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

Mathematics

Green

30.5 points above standard

Increased 11.1 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

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

English Learner Progress

56.3% making progress towards English language proficiency

Number of EL Students: 32

Progress Levels

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

Academic Engagement

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

Chronic Absenteeism

Green

7.9% chronically absent

Declined 2.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**1** Orange	**2** Yellow
4 Green	**0** Blue	
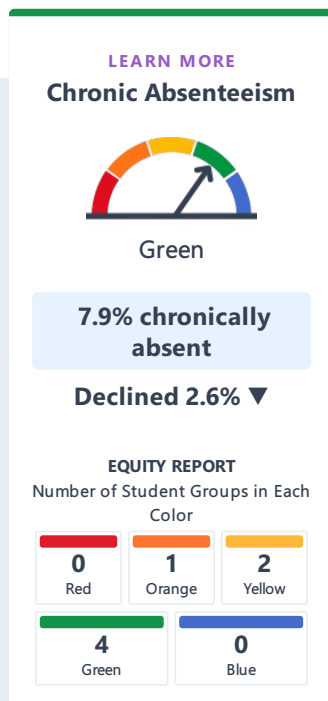
Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0.7% suspended at least once

Declined 2% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow

2	3
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Green

42.7 points above standard

Increased 3 Points ▲

Number of Students: 203

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Yellow

No Students

Green

English Learners

Socioeconomically Disadvantaged

Blue

African American

Filipino

Hispanic

No Performance Color

American Indian

Asian

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

66.8 points above standard

Declined 22.9 Points ▼

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

No Performance Color

10.1 points above standard

Declined 45.4 Points ▼

Number of Students: 23

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

Orange

54.8 points below standard

Maintained 0.2 Points

Number of Students: 42

English Learners

Green

38.5 points above standard

Maintained -1.3 Points

Number of Students: 66

Socioeconomically Disadvantaged

Green

33.6 points above standard

Maintained 0.6 Points

Number of Students: 151

African American

Blue

10.1 points above standard

Increased 17.8 Points ▲

Number of Students: 32

Filipino

Blue

76.5 points above standard

Maintained 2 Points

Number of Students: 68

Hispanic

Blue

31.2 points above standard

Increased 17.7 Points ▲

Number of Students: 62

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	37.8 points above standard	39.7 points above standard	42.7 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	**Reclassified English Learners**	**English Only**
26.8 points below standard	83.6 points above standard	35.3 points above standard
Maintained 1.7 Points	Declined 13.6 Points ▼	Increased 8.3 Points ▲
Number of Students: 27	Number of Students: 39	Number of Students: 121

Mathematics

All Students

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

All Students

Green

30.5 points above standard

Increased 11.1 Points ▲

Number of Students: 203

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

African American

English Learners

Socioeconomically Disadvantaged

Blue

Filipino

Hispanic

No Performance Color

American Indian

Asian

Homeless

Two or More Races

Pacific Islander

○ ○ ● ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

65.8 points above standard

Maintained -1.1 Points

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

No Performance Color

0.5 points below standard

Declined 21.8 Points ▼

Number of Students: 23

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

Yellow

44.1 points below standard

Increased 19.6 Points ▲

Number of Students: 42

African American

Green

6.6 points below standard

Increased 11.9 Points ▲

Number of Students: 32

English Learners

Green

23 points above standard

Increased 7.6 Points ▲

Number of Students: 66

Socioeconomically Disadvantaged

Green

20 points above standard

Increased 5.8 Points ▲

Number of Students: 151

Filipino

Blue

65.4 points above standard

Increased 6.6 Points ▲

Number of Students: 68

Hispanic

Blue

17.6 points above standard

Increased 24.7 Points ▲

Number of Students: 62

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	15.5 points above standard	19.3 points above standard	30.5 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
14 points below standard	48.5 points above standard	25.4 points above standard
Increased 14.5 Points ▲	Declined 3.1 Points ▼	Increased 14 Points ▲
Number of Students: 27	Number of Students: 39	Number of Students: 121
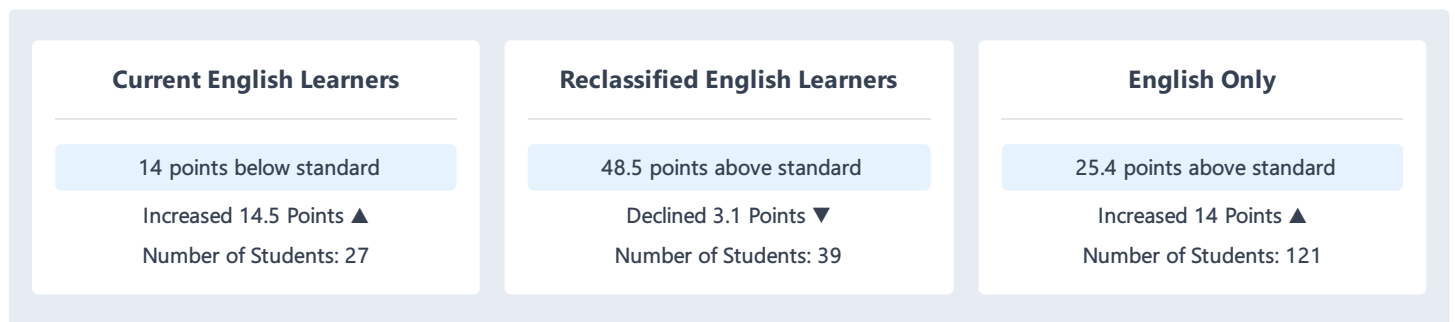
English Learner Progress Indicator

All English Learner Students

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

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

ELPAC Levels
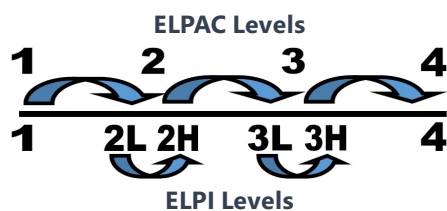
ELPI Levels

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

LEARN MORE
English Learner Progress

56.3% making progress towards English language proficiency

Number of EL Students: 32

Performance Level

High

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

Green

7.9% chronically absent

Declined 2.6% ▼

Number of Students: 419

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Two or More Races

Yellow

English Learners

Hispanic

Green

African American

Students with Disabilities

Filipino

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

American Indian

Asian

Foster Youth

Homeless

Pacific Islander

White

○ ● ○ ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

8% chronically absent

Increased 8% ▲

Number of Students: 25

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

12.5% chronically absent

Declined 7.5% ▼

Number of Students: 16

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races

Orange

15.7% chronically absent

Increased 1.9% ▲

Number of Students: 51

English Learners

Yellow

11.6% chronically absent

Declined 5.2% ▼

Number of Students: 86

Hispanic

Yellow

10.7% chronically absent

Declined 1.6% ▼

Number of Students: 122

African American

Green

7.7% chronically absent

Declined 0.6% ▼

Number of Students: 65

Students with Disabilities

Green

9.5% chronically absent

Declined 2.1% ▼

Number of Students: 74

Filipino

Green

2.9% chronically absent

Declined 5.3% ▼

Number of Students: 138

Socioeconomically Disadvantaged

Green

9.2% chronically absent

Declined 1.5% ▼

Number of Students: 293

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

0.7% suspended at least once

Declined 2% ▼

Number of Students: 420

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

English Learners

Yellow

Students with Disabilities

Green

Hispanic

Two or More Races

Blue

African American

Filipino

Socioeconomically Disadvantaged

No Performance Color

American Indian

Asian

Homeless

Pacific Islander

White

○ ● ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 25

Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 16

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners

Orange

2.3% suspended at least once

Increased 0.4% ▲

Number of Students: 86

Students with Disabilities

Yellow

4.1% suspended at least once

Declined 1% ▼

Number of Students: 74

Hispanic

Green

1.6% suspended at least once

Declined 1.6% ▼

Number of Students: 123

Two or More Races

Green

2% suspended at least once

Declined 1.4% ▼

Number of Students: 51

African American

Blue

0% suspended at least once

Declined 5.5% ▼

Number of Students: 65

Filipino

Blue

0% suspended at least once

Maintained 0%

Number of Students: 138

Socioeconomically Disadvantaged

Blue

0.7% suspended at least once

Declined 2.4% ▼

Number of Students: 293

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Nye
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	243	57.6	231	62.3	225	68.4	210	68.6	205	69.8	12.2	1.2			243	48.6	231	50.2	224	57.6	210	61.0	205	68.8	20.2	7.8		
Female	122	62.3	113	70.8	117	72.6	111	69.4	107	74.8	12.5	5.4			122	47.5	113	47.8	116	55.2	111	55.0	107	69.2	21.7	14.2		
Male	121	52.9	118	54.2	108	63.9	99	67.7	98	64.3	11.4	-3.4			121	49.6	118	52.5	108	60.2	99	67.7	98	68.4	18.8	0.7		
African American	57	28.1	49	40.8	48	56.3	36	50.0	33	63.6	35.5	13.6			57	26.3	49	26.5	48	41.7	36	44.4	33	57.6	31.3	13.2		
Asian**	3	-	2	93.3	2	-	0	-	12	75.0	-	-			3	-	2	-	2	-	0	-	12	83.3	-	-		
Filipino	78	78.2	64	79.7	61	80.3	59	86.4	68	82.4	4.2	-4.0			78	69.2	64	65.6	61	70.5	59	74.6	68	82.4	13.2	7.8		
Hispanic	68	51.5	71	62.0	67	64.2	57	54.4	63	65.1	13.6	10.7			68	36.8	71	40.8	66	50.0	57	50.9	63	63.5	26.7	12.6		
Indochinese**	11	90.9	13	84.6	11	100.0	11	100.0	-	-	-	-			11	81.8	13	100.0	11	100.0	11	100.0	-	-	-	-		
Native American	0	-	0	64.7	1	-	1	-	1	-	-	-			0	-	0	-	1	-	1	-	1	-	-	-		
Pacific Islander	2	-	1	47.6	3	-	4	-	2	-	-	-			2	-	1	-	3	-	4	-	2	-	-	-		
White	2	-	0	92.9	0	-	2	-	1	-	-	-			2	-	0	-	0	-	2	-	1	-	-	-		
Multiracial	22	68.2	31	58.1	32	65.6	40	72.5	25	56.0	-12.2	-16.5			22	54.5	31	58.1	32	59.4	40	57.5	25	56.0	1.5	-1.5		
English Learner	47	31.9	29	27.6	26	42.3	30	36.7	28	32.1	0.2	-4.6			47	25.5	29	27.6	26	42.3	30	33.3	28	46.4	20.9	13.1		
English-Speaking	196	63.8	202	67.3	199	71.9	180	73.9	177	75.7	11.9	1.8			196	54.1	202	53.5	198	59.6	180	65.6	177	72.3	18.2	6.7		
Reclassified†	48	93.8	32	100.0	37	89.2	36	94.4	39	94.9	1.1	0.5			48	75.0	32	87.5	37	73.0	36	83.3	39	79.5	4.5	-3.8		
Initially Eng. Speaking	148	54.1	170	61.2	162	67.9	144	68.8	138	70.3	16.2	1.5			148	47.3	170	47.1	161	56.5	144	61.1	138	70.3	23.0	9.2		
Econ. Disadv.*	243	57.6	189	61.4	165	63.6	158	67.1	153	65.4	7.8	-1.7			243	48.6	189	47.1	165	54.5	158	58.2	153	63.4	14.8	5.2		
Non-Econ. Disadv.	0	-	42	66.7	60	81.7	52	73.1	52	82.7	-	9.6			0	-	42	64.3	59	66.1	52	69.2	52	84.6	-	15.4		
Gifted	66	77.3	66	84.8	66	84.8	45	88.9	33	90.9	13.6	2.0			66	71.2	66	72.7	66	77.3	45	86.7	33	90.9	19.7	4.2		
Not Gifted	177	50.3	165	53.3	159	61.6	165	63.0	172	65.7	15.4	2.7			177	40.1	165	41.2	158	49.4	165	53.9	172	64.5	24.4	10.6		
With Disabilities	29	3.4	24	16.7	25	12.0	34	14.7	42	23.8	20.4	9.1			29	13.8	24	16.7	24	29.2	34	20.6	42	35.7	21.9	15.1		
WO Disabilities	214	65.0	207	67.6	200	75.5	176	79.0	163	81.6	16.6	2.6			214	53.3	207	54.1	200	61.0	176	68.8	163	77.3	24.0	8.5		
Homeless	34	47.1	24	54.2	14	57.1	11	54.5	8	-	-	-			34	41.2	24	33.3	14	50.0	11	45.5	8	-	-	-		
Foster	1	-	1	50.0	0	-	0	-	0	-	-	-			1	-	1	-	0	-	0	-	0	-	-	-		
Military	26	65.4	24	58.3	26	69.2	21	76.2	21	81.0	15.6	4.8			26	73.1	24	58.3	26	57.7	21	61.9	21	81.0	7.9	19.1		

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

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

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

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

Student Group	English Language Arts												Chg From		Mathematics												Chg From	
	2015		2016		2017		2018		2019		2015	2018			2015		2016		2017		2018		2019		2015	2018		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	76	51.3	65	61.5	94	69.1	69	59.4	67	65.7	14.4	6.3			76	51.3	65	61.5	94	63.8	69	56.5	67	70.1	18.8	13.6		
Female	39	59.0	32	59.4	50	76.0	38	63.2	36	72.2	13.2	9.0			39	48.7	32	50.0	50	64.0	38	52.6	36	77.8	29.1	25.2		
Male	37	43.2	33	63.6	44	61.4	31	54.8	31	58.1	14.9	3.3			37	54.1	33	72.7	44	63.6	31	61.3	31	61.3	7.2	0.0		
African American	20	25.0	13	38.5	20	60.0	12	50.0	11	63.6	38.6	13.6			20	40.0	13	38.5	20	55.0	12	50.0	11	54.5	14.5	4.5		
Asian**	2	-	0	93.3	0	-	0	-	5	-	-	-			2	-	0	-	0	-	0	-	5	-	-	-		
Filipino	24	70.8	14	85.7	24	75.0	24	79.2	22	81.8	11.0	2.6			24	66.7	14	85.7	24	66.7	24	70.8	22	90.9	24.2	20.1		
Hispanic	20	45.0	19	63.2	30	70.0	20	30.0	21	61.9	16.9	31.9			20	40.0	19	63.2	30	66.7	20	35.0	21	61.9	21.9	26.9		
Indochinese**	2	-	5	84.6	4	-	2	-	-	-	-	-			2	-	5	-	4	-	2	-	-	-	-	-		
Native American	0	-	0	64.7	1	-	0	-	0	-	-	-			0	-	0	-	1	-	0	-	0	-	-	-		
Pacific Islander	0	-	0	47.6	3	-	0	-	0	-	-	-			0	-	0	-	3	-	0	-	0	-	-	-		
White	1	-	0	92.9	0	-	0	-	0	-	-	-			1	-	0	-	0	-	0	-	0	-	-	-		
Multiracial	7	-	14	42.9	12	58.3	11	72.7	8	-	-	-			7	-	14	42.9	12	58.3	11	63.6	8	-	-	-		
English Learner	15	26.7	11	45.5	16	62.5	18	38.9	8	-	-	-			15	33.3	11	54.5	16	50.0	18	38.9	8	-	-	-		
English-Speaking	61	57.4	54	64.8	78	70.5	51	66.7	59	71.2	13.8	4.5			61	55.7	54	63.0	78	66.7	51	62.7	59	76.3	20.6	13.6		
Reclassified†	8	-	9	100.0	8	-	7	-	10	90.0	-	-			8	-	9	-	8	-	7	-	10	90.0	-	-		
Initially Eng. Speaking	53	50.9	45	57.8	70	68.6	44	61.4	49	67.3	16.4	5.9			53	52.8	45	57.8	70	64.3	44	56.8	49	73.5	20.7	16.7		
Econ. Disadv.*	76	51.3	56	60.7	70	64.3	54	59.3	47	61.7	10.4	2.4			76	51.3	56	60.7	70	60.0	54	53.7	47	66.0	14.7	12.3		
Non-Econ. Disadv.	0	-	9	66.7	24	83.3	15	60.0	20	75.0	-	15.0			0	-	9	-	24	75.0	15	66.7	20	80.0	-	13.3		
Gifted	26	65.4	25	88.0	16	87.5	9	-	8	-	-	-			26	61.5	25	84.0	16	93.8	9	-	8	-	-	-		
Not Gifted	50	44.0	40	45.0	78	65.4	60	55.0	59	61.0	17.0	6.0			50	46.0	40	47.5	78	57.7	60	51.7	59	66.1	20.1	14.4		
With Disabilities	8	-	6	16.7	8	-	34	14.7	17	29.4	-	14.7			8	-	6	-	8	-	16	18.8	17	35.3	-	16.5		
WO Disabilities	68	55.9	59	64.4	86	73.3	53	77.4	50	78.0	22.1	0.6			68	51.5	59	62.7	86	65.1	53	67.9	50	82.0	30.5	14.1		
Homeless	10	40.0	4	54.2	4	-	11	54.5	3	-	-	-			10	40.0	4	-	4	-	11	45.5	3	-	-	-		
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Military	11	63.6	3	58.3	9	-	10	70.0	6	-	-	-			11	81.8	3	-	9	-	10	60.0	6	-	-	-		

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† 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
Nye
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	53.8	82	59.8	61	67.2	83	80.7	58	70.7	16.9	-10.0	91	38.5	82	46.3	61	55.7	83	71.1	58	75.9	37.4	4.8
Female	47	53.2	40	72.5	32	59.4	43	83.7	28	75.0	21.8	-8.7	47	38.3	40	45.0	32	43.8	43	65.1	28	71.4	33.1	6.3
Male	44	54.5	42	47.6	29	75.9	40	77.5	30	66.7	12.2	-10.8	44	38.6	42	47.6	29	69.0	40	77.5	30	80.0	41.4	2.5
African American	20	25.0	20	50.0	11	54.5	14	71.4	9	-	-	-	20	15.0	20	30.0	11	36.4	14	57.1	9	-	-	-
Asian**	0	-	2	93.3	0	-	0	-	2	-	-	-	0	-	2	-	0	-	0	-	2	-	-	-
Filipino	26	73.1	26	80.8	14	85.7	22	95.5	23	82.6	9.5	-12.9	26	57.7	26	61.5	14	85.7	22	72.7	23	87.0	29.3	14.3
Hispanic	31	45.2	23	52.2	17	52.9	24	75.0	19	57.9	12.7	-17.1	31	22.6	23	30.4	17	35.3	24	79.2	19	63.2	40.6	-16.0
Indochinese**	5	-	3	84.6	5	-	4	-	-	-	-	-	5	-	3	-	5	-	4	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	2	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
White	1	-	0	92.9	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Multiracial	7	-	8	42.9	14	64.3	15	73.3	5	-	-	-	7	-	8	-	14	50.0	15	60.0	5	-	-	-
English Learner	27	37.0	11	18.2	6	-	8	-	17	41.2	4.2	-	27	22.2	11	18.2	6	-	8	-	17	58.8	36.6	-
English-Speaking	64	60.9	71	66.2	55	74.5	75	84.0	41	82.9	22.0	-1.1	64	45.3	71	50.7	55	56.4	75	74.7	41	82.9	37.6	8.2
Reclassified†	15	93.3	8	100.0	11	100.0	15	100.0	7	-	-	-	15	73.3	8	-	11	81.8	15	86.7	7	-	-	-
Initially Eng. Speaking	49	51.0	63	61.9	44	68.2	60	80.0	34	79.4	28.4	-0.6	49	36.7	63	46.0	44	50.0	60	71.7	34	79.4	42.7	7.7
Econ. Disadv.*	91	53.8	61	60.7	43	60.5	64	79.7	43	62.8	9.0	-16.9	91	38.5	61	39.3	43	58.1	64	68.8	43	69.8	31.3	1.0
Non-Econ. Disadv.	0	-	21	57.1	18	83.3	19	84.2	15	93.3	-	9.1	0	-	21	66.7	18	50.0	19	78.9	15	93.3	-	14.4
Gifted	16	87.5	26	76.9	24	83.3	16	81.3	9	-	-	-	16	68.8	26	53.8	24	79.2	16	87.5	9	-	-	-
Not Gifted	75	46.7	56	51.8	37	56.8	67	80.6	49	67.3	20.6	-13.3	75	32.0	56	42.9	37	40.5	67	67.2	49	71.4	39.4	4.2
With Disabilities	11	0.0	24	16.7	7	-	11	27.3	13	7.7	7.7	-19.6	11	0.0	10	10.0	7	-	11	27.3	13	46.2	46.2	18.9
WO Disabilities	80	61.3	72	68.1	54	74.1	72	88.9	45	88.9	27.6	0.0	80	43.8	72	51.4	54	59.3	72	77.8	45	84.4	40.6	6.6
Homeless	17	47.1	8	54.2	4	-	5	-	8	-	-	-	17	47.1	8	-	4	-	5	-	8	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	10	70.0	13	61.5	4	-	8	-	7	-	-	-	10	60.0	13	61.5	4	-	8	-	7	-	-	-

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† 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
Nye
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	76	68.4	84	65.5	70	68.6	58	62.1	80	72.5	4.1	10.4	76	57.9	84	45.2	69	50.7	58	51.7	80	62.5	4.6	10.8
Female	36	77.8	41	78.0	35	80.0	30	56.7	43	76.7	-1.1	20.0	36	58.3	41	48.8	34	52.9	30	43.3	43	60.5	2.2	17.2
Male	40	60.0	43	53.5	35	57.1	28	67.9	37	67.6	7.6	-0.3	40	57.5	43	41.9	35	48.6	28	60.7	37	64.9	7.4	4.2
African American	17	35.3	16	31.3	17	52.9	10	20.0	13	61.5	26.2	41.5	17	23.5	16	12.5	17	29.4	10	20.0	13	46.2	22.7	26.2
Asian**	1	-	0	93.3	2	-	0	-	5	-	-	-	1	-	0	-	2	-	0	-	5	-	-	-
Filipino	28	89.3	24	75.0	23	82.6	13	84.6	23	82.6	-6.7	-2.0	28	82.1	24	58.3	23	65.2	13	84.6	23	69.6	-12.5	-15.0
Hispanic	17	70.6	29	69.0	20	65.0	13	53.8	23	73.9	3.3	20.1	17	58.8	29	34.5	19	36.8	13	23.1	23	65.2	6.4	42.1
Indochinese**	4	-	5	84.6	2	-	5	-	-	-	-	-	4	-	5	-	2	-	5	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	1	47.6	0	-	2	-	2	-	-	-	1	-	1	-	0	-	2	-	2	-	-	-
White	0	-	0	92.9	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Multiracial	8	-	9	42.9	6	-	14	71.4	12	66.7	-	-4.7	8	-	9	-	6	-	14	50.0	12	58.3	-	8.3
English Learner	5	-	7	18.2	4	-	4	-	3	-	-	-	5	-	7	-	4	-	4	-	3	-	-	-
English-Speaking	71	71.8	77	70.1	66	71.2	54	66.7	77	75.3	3.5	8.6	71	60.6	77	49.4	65	53.8	54	55.6	77	63.6	3.0	8.0
Reclassified†	25	92.0	15	100.0	18	83.3	14	85.7	22	95.5	3.5	9.8	25	76.0	15	86.7	18	61.1	14	71.4	22	68.2	-7.8	-3.2
Initially Eng. Speaking	46	60.9	62	62.9	48	66.7	40	60.0	55	67.3	6.4	7.3	46	52.2	62	40.3	47	51.1	40	50.0	55	61.8	9.6	11.8
Econ. Disadv.*	76	68.4	72	62.5	52	65.4	40	57.5	63	69.8	1.4	12.3	76	57.9	72	43.1	52	44.2	40	47.5	63	57.1	-0.8	9.6
Non-Econ. Disadv.	0	-	12	83.3	18	77.8	18	72.2	17	82.4	-	10.2	0	-	12	58.3	17	70.6	18	61.1	17	82.4	-	21.3
Gifted	24	83.3	15	93.3	26	84.6	20	95.0	16	87.5	4.2	-7.5	24	83.3	15	86.7	26	65.4	20	85.0	16	81.3	-2.0	-3.7
Not Gifted	52	61.5	69	59.4	44	59.1	38	44.7	64	68.8	7.3	24.1	52	46.2	69	36.2	43	41.9	38	34.2	64	57.8	11.6	23.6
With Disabilities	10	0.0	8	16.7	25	12.0	7	-	12	33.3	33.3	-	10	0.0	8	-	9	-	7	-	12	25.0	25.0	-
WO Disabilities	66	78.8	76	69.7	60	80.0	51	66.7	68	79.4	0.6	12.7	66	66.7	76	50.0	60	56.7	51	56.9	68	69.1	2.4	12.2
Homeless	7	-	12	58.3	6	-	5	-	3	-	-	-	7	-	12	41.7	6	-	5	-	8	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	8	61.5	13	53.8	3	-	8	-	-	-	5	-	8	-	13	53.8	3	-	8	-	-	-

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

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

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

APPENDIX E

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

SCHOOL NAME: NYE ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

The Attendance clerk and counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, will have set aside professional development funds will help the principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. This will be in the way of supporting professional development focused on trauma Inform Care - giving teachers the support and strategies needed to support these students in these areas. We will also seek support from district parent involvement office to support staff in going on home visits. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our neediest students.

The Attendance clerk will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Attendance and district counselor will also be active members of the PBIS team and/or other subcommittees as needed to support the positive school culture.

*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.
Clerical OTBS Hrly		$261.58	30106-2451	Safe, Supportive, and Collaborative School Culture: Attendance assistant to do home visits.	The attendance clerk has work hard to main our low attendance rate – in addition she does home visits	The California dashboard show grow among all sub-groups	

Travel Conference		$1,178.00	30106-5207	Principal and support staff (ESA) will attend professional development such as Breakthrough Coach in order to learn how manage operational task so the principal can get into classrooms and be available to support students in classrooms who are struggling. This will aide teachers in managing at risk students keeping them in Core instruction.		We attended the Breakthrough Coach training. We could not implement the learning fully because the ESA move to another site.	

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1: PLC Plan for Literacy

*Strategy/Activity - Description

The Intervention teacher, site tech and classroom teachers will continue to support students in the area of English Language Arts. This will allow students to maximize their learning time and academic progress in class and computer lab. In addition, will have set aside professional development funds will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measures by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model and ELD instruction - giving teachers the support and strategies needed to support these students in these areas. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our focus students.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Network Sys Tech	0.80000	$61,442.60	30100-2405	Support closing the achievement gap in ELA and Math: English Learners, Special Education and graduation	The site tech provided valuable support to students, and their families during distance learning my being available to problem solve issue on site		none
Prof&Curriclm Dev Visiting Tchr		$12,202.00	30100-1192	PLC funds to support teacher planning time in order to close the achievement gap		Due to distance learning we have been unable to use these funds	Ask SSC to approve to move these funds and put them towards

				and focus on ELD, ELA, Math and vertical alignment			classroom supplies
Supplies		$2,752.00	30100-4301	Support in closing the achievement gap in ELA. Supplemental and intervention materials and curriculum for students.	Funds used to buy materials for distance learning take-home bags		
Supplies		$6,283.00	30106-4301	Instructional supplies such as copy paper, crayon, software etc. for the year	Funds used to buy materials for distance learning take-home bags		
Supplies		$30,000.00	30106-4301	To buy Benchmark Advance and vertical alignment and ELD instruction		This fund was not used because the district paid for the adoption	Funds used to buy materials for distance learning take-home bags The remainder will be use during the reopening
Travel Conference	--	--	30106-5207	Principal and support staff (ESA) will attend professional development such as Breakthrough Coach in order to learn how manage operational task so the principal can get into classrooms and be		We attended the Breakthrough Coach training. We could not implement the learning fully because the ESA move to another site.	

				available to support students in classrooms who are struggling. This will aide teachers in managing at risk students keeping them in Core instruction.			

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

The Education specialist, intervention teacher and Speech teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness and implement co-teaching model. They will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). In addition, they will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. Finally, they will work directly with community partners, students and families to enhance the school collaborative goals and to increase family engagement which will positively impact attendance, school culture and academic progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$1,830.30	30106-1157	Support closing the gap achievement in math among our African Americans, special education and English Learners by providing small group instruction		We have not used these funds for small groups due to distance learning	Funds use to pay teacher for PD and supporting the reopening Trainings for new district call to action to support AA
Travel Conference	--	--	30106-5207	Principal and support staff (ESA) will attend professional development such as Breakthrough		We attended the Breakthrough Coach training. We could not implement the	

				Coach in order to learn how manage operational task so the principal can get into classrooms and be available to support students in classrooms who are struggling. This will aide teachers in managing at risk students keeping them in Core instruction.		learning fully because the ESA move to another site.
Supplies	--	--	30106-4301	instructional supplies such as copy paper, crayon, software etc. for the year	Funds used to buy materials for distance learning take-home bags	

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

The Intervention teacher, site tech and classroom teachers will continue to support students in the area of English Language Arts and Math. This will allow students to maximize their learning time and academic progress in class and computer lab. In addition, will have set aside professional development funds will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measures by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model and ELD instruction - giving teachers the support and strategies needed to support these students in these areas. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our focus students.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Visiting Tchr	--	--	30100-1192	Provide PLC time for teachers to plan and implement the Benchmark ELD program		These funds have not yet been used due to distance learning	None- we will use funds to support teachers during the reopening phase
Network Sys Tech	--	--	30100-2405	provide support and training to both teachers and students on digital programs such as ST math, Benchmark Eld programs and assessments	The site tech provided valuable support to students, and their families during distance learning my being available to		

				needed for teachers to plan for lessons targeting our targeted students	problem solve issue on site		
Inservice supplies	--	--	30103-4304	provide training to parents on home-school connection. Training for parents in how they can successfully understand the homework. Also, translation if needed of materials sent home	This fund was used for copies and parent letters We will continue to use these funds as they were intended The district proved online classes and training for parents		
Supplies	--	--	30106-4301	Benchmark Advance curriculum to support the district digital ELD program and vertical alignment	District purchased this adoption	Funds were used to support take-home bags and to replace material for when students return to campus	
Note/Reminders (optional):							

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Teachers will write grade level specific ELA and Math curriculum that meet common core state standards and begin planning with Benchmark Advance to support these learners. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities. The Speech teacher and Education Specialist will plan and implement co-teaching model to support our special needs students

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Network Sys Tech	--	--	30100-2405	Help struggling students in computer lab by providing instruction on how to use Raz-kids, ST math, ELD digital and BrainPOP	The site tech provided valuable support to students, and their families during distance learning my being available to problem solve		
Classroom Teacher Hrly	--	--	30106-1157	Intervention teacher to help support co-teaching and small group instruction in the area of math		We have not used these funds for small groups due to distance learning	Funds will be used as we come back to site-on learning
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC time for teachers to plan and design lesson	Information above concerning these funds		

				that support struggling and target students			
Supplies	--	--	30106-4301	Instructional and intervention materials	Information above concerning these funds		

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage parents to participate in school-wide events and SSC, SST, PTA and ELAC

*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.
Inservice supplies		$1,874.00	30103-4304	To support parent involvement and training with materials and childcare for meeting including light refreshments			
Clerical OTBS Hrly		$1,046.32	30106-2451	Provide overtime so Support staff can assist with translation, events, PTA, SSC and enrollment if needed	These funds were used to make over 300 take home bags, preparing for SSC, enrollment and to support distance learning		
Supplies		$100.00	30106-4301	Home-school communication materials	These funds have help with mailing of school		

				documents, printing materials need for distance learning and stamps.	
Network Sys Tech	--	--	30100-2405	The site tech will allow parent to come to the computer lab and train them on how to use Raz-kids, ST math and ELD material at home. She will also point them to resources if they don't have access to a home computer, showing them how to access these resources on their phones and iPad devices	The Site Tech has been uploaded all software for each classroom for teachers, developed the website that better support parents needing information. The tech has also scheduled appointment for parents to help with computer issues

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Education specialist and speech teachers to support classroom teachers with tier 1 instruction (co-teaching) and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

District assigned resource teachers to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, Language models, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with teachers to support parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30106-4301	These funds will be used to supplement the district ELD program. We will be purchasing Benchmark Advance- these materials will also be used to provide small group instruction	These funds will be used to supplement the district adopting ELD program. In addition, when we reopen the site these funds will be used for materials for appointment-based learning		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

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

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

The Attendance clerk and counselor will continue to support students' social and emotional well -being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, will have set aside professional development funds will help the principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. This will be in the way of supporting professional development focused on trauma Inform Care - giving teachers the support and strategies needed to support these students in these areas. We will also seek support from district parent involvement office to support staff in going on home visits. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our neediest students.

The Attendance clerk will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Attendance and district counselor will also be active members of the PBIS team and/or other subcommittees as needed to support the positive school culture.

*Proposed Expenditures for this Strategy/Activity

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$610.10	09800-1157	Safe, Supportive, and Collaborative School Culture: Teachers will do home visits, meet with parents after school, and		This is on hold due to distance learning	

				pulling schools before school for tutoring			

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1: PLC Plan for Literacy

*Strategy/Activity - Description

The Intervention teacher, site tech and classroom teachers will continue to support students in the area of English Language Arts. This will allow students to maximize their learning time and academic progress in class and computer lab. In addition, will have set aside professional development funds will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measures by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model and ELD instruction - giving teachers the support and strategies needed to support these students in these areas. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our focus students.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$9,560.28	09800-1157	Support closing the achievement gap in ELA. Tutoring time before school		This is on hold due to distance learning	

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

The Education specialist, intervention teacher and Speech teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness and implement co-teaching model. They will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). In addition, they will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. Finally, they will work directly with community partners, students and families to enhance the school collaborative goals and to increase family engagement which will positively impact attendance, school culture and academic progress.

*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.
Network Sys Tech	0.20000	$15,360.66	09800-2405	Support closing the achievement gap in ELA and Math: English Learners, Special Education and graduation	The site tech provided valuable support to students, and their families during distance learning my being available to problem solve issue on site		
Prof&Curriclm Dev Vist Tchr		$8,310.78	09800-1192	These funds will allow teachers PLC time in order to plan, review assessment data and instruction	Paying teachers for addition training and for PLC time they are doing after their workday		

				that meets the needs of our struggling target students			

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

The Intervention teacher, site tech and classroom teachers will continue to support students in the area of English Language Arts and Math. This will allow students to maximize their learning time and academic progress in class and computer lab. In addition, will have set aside professional development funds will help the principal, classroom teachers, and support staff to implement strategies that will decrease the number of students who are not reaching grade-level proficiency as measures by California State Standards. This will be in the way of supporting professional development focused on Guided Reading, Co-teaching model and ELD instruction - giving teachers the support and strategies needed to support these students in these areas. Finally, planning time with be given to teachers in the way of PLC's to help them plan lessons to support our focus students.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$2,339.13	09800-1189	ELPAC testing and support for new students	Testing coordinator for ELAC and tester		
Retired NonClsrm Tchr Hrly		$5,999.73	09800-1986	Support English Learner testing and intervention teacher to support in the way of small group instruction		Due to distance learning we have been unable to provide this service yet.	None- will be used once students are back on site.
Network Sys Tech	--	--	09800-2405	provide support and training to both teachers and students on digital programs such as	The site tech provided valuable support to students, and their families		

				ST math, Benchmark Eld programs and assessments needed for teachers to plan for lessons targeting our targeted students	during distance learning my being available to problem solve issue on site		

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Teachers will write grade level specific ELA and Math curriculum that meet common core state standards and begin planning with Benchmark Advance to support these learners. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities. The Speech teacher and Education Specialist will plan and implement co-teaching model to support our special needs students

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Network Sys Tech	--	--	09800-2405	Support staff with PowerSchool, software, printing forms and assigning students to various soft ware	The site tech provided valuable support to students, and their families during distance learning my being available to problem solve issue on site		
Classroom Teacher Hrly	--	--	09800-1157	Intervention teacher to do small group instruction and support to education specialist and	We are using some of these funds to pay teachers to do trainings and PLC outside their work day		

				classroom teachers			
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC time for teachers to plan and design lesson that support struggling and target students			
Retired NonClsrm Tchr Hrly	--	--	09800-1986	Fund to help support Special education students who are also EL with testing and support	Testing is happening and these funds are being used		

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage parents to participate in school-wide events and SSC, SST, PTA and ELAC

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$331.00	09800-4301	Funds will be used to buy Attendance awards, make copies for events for parents.	Office are supporting parents with information and sending awards for last year		

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Education specialist and speech teachers to support classroom teachers with tier 1 instruction (co-teaching) and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

District assigned resource teachers to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, Language models, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with teachers to support parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

*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 Clsrm Teacher Hrly		$3,660.60	09800-1189	Intervention teacher who will meet with our English Learners and Special Education student to provide addition support in the way of small group instruction and additional ELD lessons		Due to distance learning we have not been able to implement	

Note/Reminders (optional):

What are my leadership strategies in service of the goals?