

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **PENN ELEMENTARY** SCHOOL

2020-21

37-68338-6077317
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: Gomez, Maria

Contact Person: Gomez, Maria

Position: Principal

Telephone Number:

Address: 2797 Utica Dr, Penn Elementary, San Diego, CA, 92139-3843,

E-mail Address: mgomez1@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Penn Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Maria Gomez

PHONE: 619-430-1700

FAX:

E-MAIL ADDRESS: mgomez1@sandi.net

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

Title 1 Schoolwide Programs (SWP) CSI School

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

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

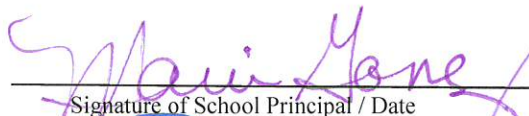
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 10/2/20 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/20

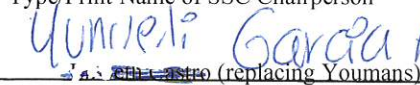
The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Maria Gomez
Type/Print Name of School Principal

 10/2/20
Signature of School Principal / Date


Kimberly Weese
Type/Print Name of SSC Chairperson

 10/2/2020
Signature of SSC Chairperson / Date


Type/Print Name of ELAC Chairperson


Signature of ELAC Chairperson / Date

Lamont Jackson
Type/Print Name of Area Superintendent

 10/9/20
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of Title 1 School-wide program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning.

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

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

When making budgetary decisions at Penn, our SSC meets initially to discuss what we have funded in past and decipher if funded positions or programs helped our targeted groups. After looking at efficiency of funded positions, or programs, we begin to discuss changes and propose items to fund according to data and discussions moving forward. Principal seeks input from SGT, ELAC and ILT. Monitoring of items funded is ongoing throughout the year. Every semester, our SSC looks at data and discusses areas of continued concern or growth.

Fortunately, our SSC meetings were held on 1/23/20 & 2/5/20 to discuss and propose a budget for the 2020/21 school year. SSC meeting to approve the budget was held on 2/6/20, which occurred prior to district-wide school closures. Meeting with all of our constituents throughout the closure was held via zoom.

ELAC meeting was held to approve SPSA on 10/2/20

SSC meeting was held to approve 2019 SPSA on 10/5/20

RESOURCE INEQUITIES

As we work towards creating an ideal state where all of our students are achieving proficiency and feel included and safe, we can acknowledge that there are areas that we have to improve as an educational family in order to achieve our desired state.

Social-Emotional Needs:

Changing the mindsets of our students, helping everyone feel safe to take risks, and encouraging students to want to be part of the learning on campus requires additional resources. We have to invest in professional reading resources around mindsets. We invest time monthly discussing survey results, which give us indicators of how our students feel as learners and members of our community. We need to invest in a counselor 4 days a week who helps connect students and families to outside resources. The counselor helps us educate our families on the importance of attendance and engages in-

home visits. Additionally, he helps track chronic absenteeism. Funding the counselor eats up the majority of our Title I monies leaving little to invest in other vital areas. With the mandate to close schools, we believe that this is an area that will heighten the social-emotional needs of all of our students. As students live through the trauma of having to engage in distance learning, we are thankful to have a full-time counselor to help families connect with outside resources and meet with students and families 1-1 to help.

Professional Learning: Our profession is ever evolving and we must keep up with changes. Investing in release time for teachers is a necessity in order to allow them to learn and plan accordingly. Our school invests in the Visual and Performing Arts program, which allows our students to participate in the arts while our teachers plan. In addition, teachers are encouraged to attend a variety of district and county training opportunities that are specific to our school areas of focus. It is of vital importance for us to fund the release time. However, we have limited funds and are only able to fund release time once a month that is not ideal according to all research.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Marcos Navarro	Parent
Nicole Greed	Parent
Kimberly Weese	Parent
Maria Gomez	Principal
Lorraine Poveda	Classroom Teacher
Shauna Castillo	Classroom Teacher
Winona Holgado	Classroom Teacher
Matt Schiller	Other School Personnel
Yuneli Garcia	Parent
Griselda Youmans	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

Prior to closing down due to COVID19, our school had begun to implement many strategies to increase attendance and lower suspensions. We began by identifying students who were considered "chronic" absentees and attempting to meet with those families. We brought the issue to our ELAC and presented it to parents. We installed several incentives to get students to improve their attendance. Rewards, incentives, and certificates for perfect attendance were given at our school assemblies. As for our suspensions, we created a Positive Behavior committee that created a three-tiered school-wide plan with clear expectations on how to support our students. The behavior plan was in place until we left and was yielding positive results.

For the 2019-2020 school year, we set goals for students based on the 2018 Dashboard. While we do not have 2020 Dashboard data, we do have updated data for 2019. We set goals for Chronic Absenteeism for all students (decrease from 18% to 15%) and decrease Chronic Absenteeism for Black or African American (baseline 31%), English Learner (baseline 21.6%), and Students with Disabilities (baseline 24.6%) student groups. For all of our student groups, our goal was to get them to less than 20%. Based on our 2019 CA Dashboard shows that while we did not meet our All Student goal, we did decrease by 1.4%. While we were not able to make our student group goals for Black or African American (25.8%) or SWD (34.8%) groups, we did make our goal for our English Learner students. In 2019, they were at 15.5% chronically absent and declined by 6.1% from 2018.

*Major Differences

Due to COVID19, our plans and strategies for improvement in both areas was halted due to school closure. The good news is that we did manage to see less referrals and the need for suspension almost came to a halt. Unfortunately, in the area of absences we experienced an increase during the closure. The increase could be attributed to computer and connectivity issues. Many families also moved away or dropped due to loss of employment due to county shut downs. Data collection and results could not be accurately recorded due to interruption of services and ability to follow through with intended plans for support.

***Changes**

As we embark in yet another several months of distance learning we have embarked in a campaign to support our families gain access to their online learning platforms. We have established a Student Wellness Google page where staff and teachers track student well-being and absences. The site is designed as a tiered system. Tier 1 is designated for teacher input or area of concern. Tier 2 is designated for office, counselor and principal support/intervention. Tiers 3 and 4 are designated for additional district support. This system has helped coordinate how we the school supports our students and families. Everyone documents the interventions and attempts they have tried to reach families. This could include but not limited to home visits, phone calls, in-school support for technology.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease school-wide suspension rate	3.7%	less than 2%	Suspension	Annually
June 2021	TK-5	Decrease chronic absenteeism	17.3%	Less than 15%	Chronic Absenteeism	Annually
June 2021	TK-5	increase monthly attendance	96%	97%	Attendance	Monthly

***Identified Need**

2019 California Dashboard results show a high percentage of students who are chronically absent. The site is in the Yellow Performance Indicator for Chronic Absenteeism at 17.3%, which declined 1.4% from 2018. We also have two student groups in the Red Performance Level (Students with Disabilities and Hispanic) and two student groups in the Orange Performance Level (African American and Homeless). In addition, the suspension rate was 3.7% (maintained from 2018) which puts Penn in the Orange Performance Level for the Suspension Rate indicator. We have one student group in the Red Performance Level (African American) and two student groups in the Orange (English Learners and Socioeconomically Disadvantaged). As we do not have new data for 2020 on the Dashboard, we will be using this data to set our AMOs for the 2020-2021 school year.

***Online Learning Implications**

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

Penn Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Black or African American	Decrease Chronic absenteeism	25.8%	Less than 20%	Chronic Absenteeism	Annually
June 2021	K-5	English Learner	Decrease Chronic absenteeism	21.6%	Less than 20%	Chronic Absenteeism	Annually
June 2021	K-5	Students with Disabilities	Decrease Chronic absenteeism	34.8%	Less than 30%	Chronic Absenteeism	Annually
June 2021	K-5	Black or African American	Decrease suspension	9.4%	Less than 5%	Suspension	Annually
June 2021	K-5	Hispanic or Latino	Decrease suspension	4.1%	Less than 2%	Suspension	Annually
June 2021	K-5	Students with Disabilities	Decrease suspension	5.9%	Less than 4%	Suspension	Annually
June 2021	K-5	Homeless/Foster	Decrease Chronic absenteeism	24.2%	Less than 20%	Chronic Absenteeism	Annually
June 2021	K-5	Socioeconomically Disadvantaged	Decrease suspension	4.1%	Less than 3%	Suspension	Annually
June 2021	K-5	Hispanic or Latino	Decrease Chronic absenteeism	20.8%	Less than 15%	Chronic Absenteeism	Annually
June 2021	K-5	English Learner	Decrease suspension rate	2.8%	Less than 2%	Suspension	Annually

Connecting with Students

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

All students

***Strategy/Activity - Description**

The counselor will monitor all students for attendance. He will also address individual classroom needs with social/emotional lessons. Students needing Tier 3 interventions will be provided these through the SST process, which address attendance and behavior needs. We plan to use our school counselor to help facilitate the following:

- Second Step lessons
- Social /emotional small groups

- Resources to families (MAST)
- Run Student Success Team meetings
- Monitor attendance/SARB students]
- Home visits
- Individual student support
- Lead No Place for Hate
- Introduce Restorative Justice

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
F02351K	School Counselor	0.60000	\$52,243.20	\$75,326.07	0235-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.
F02351L	School Counselor	0.20000	\$17,414.40	\$25,108.69	0235-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.
N02359W	Counselor Hrly		\$3,832.00	\$4,686.15	0235-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]	additional funds to offset counselor actual vs. average salary
N02359X	Counselor Hrly		\$1,278.00	\$1,562.86	0235-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	additional funds to offset counselor actual vs. average salary

Professional Development

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

Unduplicated students (UPP = 78.4%)/all students

***Strategy/Activity - Description**

Due to COVID19 and the need for distance learning, our previous intention of using PlayWorks has changed. Being off campus impedes the ability to use PlayWorks as intended. Last year was our first year employing the company and from August to February, we actually saw a positive difference in student behavior and teacher mindsets. Fortunately, as we closed our schools in mid-March, we were able to continue to use the strategies and support the positive physical, social, and emotional development of or students from afar. Moving forward to this academic school year, we will not contract PlayWorks and instead shift our resources to include our own internal professional development and address the issues that can support students' developmental and emotional well-being. We will use the money allotted to purchase professional books that best address the social development of our students.

Penn Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The unduplicated pupil percentage for Penn is 78.4% for the 2020-2021 school year. With such a high rate of unduplicated students, Penn understands that these students frequently struggle with academic achievement and count on essential supports provided by schools for their academic success and social-emotional well-being. Knowing this, we have dedicated LCFF funds for professional development and intervention supports for our most vulnerable learners.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0235Q	Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0235-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PlayWorks contract

Increase Attendance

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

Unduplicated students/All students

***Strategy/Activity - Description**

Purchase supplies specific to attendance (pencils with positive messages) to help motivate and increase self-esteem.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02355L	Supplies		\$116.00	\$116.00	0235-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income		Purchase incentive materials to support positive attendance/decreased absenteeism

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

Last year our PLC efforts for improvement were concentrated on delivering effective Tier 1 instruction via small groups.

- Small group instruction was specific to struggling readers by a retired reading recovery teacher. We concentrated on 1st and 3rd grade students on the cusp with the intention to move them to proficiency
- PLCs were intended for teachers to disaggregate data in order to monitor student progress and plan effective lessons that support EL & SPED students. The few meeting that we had, teachers were able to create scaffolds to support their targeted students.
- After School tutoring was intended for students who needed additional support in reading. We were able to get several students targeted support which helped their self-esteem and propelled them in reading.

Our goals for the 2019-2020 school year were to see increased improvement on the CAASPP ELA for all students. With site closures, we do not have CAASPP data from June 2020 so we will be moving these goals forward. We also set goals around performance on Fountas and Pinnel for all our Hispanic or Latino students and performance on the FAST Curriculum Based Measures for our 3-5 Hispanic or Latino students. Though our site data was also incomplete due to the closure, according to our FAST Winter data (this does not include our 5th graders last year), showed that 8% of our students were at High Risk on the FAST aReading assessment.

*Major Differences

Small group - retired teacher was able to work with some students online after the closure but it did have many complications.

After school tutoring - In order to reach as many students as possible, tutoring was originally intended to be offered in four-week cycles. Unfortunately, due to the closure we were only able to get through one four-week cycle and did not tutor as many students as we had planned for.

***Changes**

This year, we are now looking at expanding our services to both online and onsite small group. We will use our PLC work to professionally study Doug Fisher's Distance Learning to better understand and support student engagement as we build relationships with our students.

We set aside funds to continue to provide services for our struggling readers. As we navigate with online hours, we will offer support outside of the regular school day and onsite.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or exceed standards	53.4%	60%	CAASPP ELA	Annually
June 2021	3-5	Students will score at the college pathways level	*Incomplete data	60%	FAST aReading	Annually

***Identified Need**

We do not have CAASPP data for the spring of 2020 so we are using our 2019 data. According to our 2019 SBAC results, our overall ELA score decreased by 1%. We want to ensure that at minimal, 60% of our 3-5 are meeting or exceeding the standard.

According to the 2019 CA Dashboard, Penn is in the Yellow Performance Level at 5.3 points above standard which declined by 10.5 points from 2018. We have no students in the Red Performance Level and one student group in the Orange: Hispanic.

In support of districtwide initiatives, we are including AMOs for English Learners, Students with Disabilities, and Black or African American Youth.

***Online Learning Implications**

- 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
- 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	K-2	Hispanic or Latino	grade level proficiency	N/A	80%	Fountas and Pinnel	Trimester

Penn Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Hispanic or Latino	Students will score at the college pathways level	*Incomplete data	60%	FAST aReading	Trimester
June 2021	3-5	Students with Disabilities	Students will score at the college pathways level	*Incomplete data	25%	FAST aReading	Trimester
June 2021	3-5	Black or African American	Students will score at the college pathways level	*Incomplete data	60%	FAST aReading	Trimester
June 2021	3-5	English Learner	Students will score at the college pathways level	*Incomplete data	50%	FAST aReading	Trimester
June 2021	3-5	Hispanic or Latino	increase percentage of students meeting or exceeding standard	53%	60%	CAASPP ELA	Annually

Professional Development

*Students to be served by this Strategy/Activity

Unduplicated students/All students

*Strategy/Activity - Description

In order to allow our teachers the ability to meet, plan and learn together in their PLCs, we had hired VAPA visiting teachers. This allows our teachers the ability to meet and plan as our students have the ability to participate in the arts. Unfortunately, due to school closure VAPA has suspended their services until we return to brick and mortar. Special education teachers will now have the ability to participate in PLCs with their general education peers to help plan for IMTSS. Funds not used towards VAPA visiting teachers, will be used to increase any needed materials to support online learning for classrooms. In addition, we plan to provide intervention for our most vulnerable learners with after school tutoring by paying teachers hourly.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02354O	Interprogram Svcs/VAPA		\$20,192.00	\$20,192.00	0235-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide release time for teachers to meet in their PLCs and plan.
N02359Y	Prof&Curriclm Dev Vist Tchr		\$4,000.00	\$4,891.60	0235-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide visiting teachers to release my Ed Specialists to meet with general ed teachers to plan for IMTSS
N02359Z	Prof&Curriclm Dev Vist Tchr		\$4,000.00	\$4,891.60	0235-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide release time for teachers to plan for small group instruction

Reading Intervention Support

*Students to be served by this Strategy/Activity

Struggling readers in grades 1-5 who are at the cusp of achieving grade level proficiency.

*Strategy/Activity - Description									
Support for struggling students in literacy: - Obtain intervention teachers to provide additional support for struggling students in 1-5 grade. - Classroom teachers support struggling readers									
Reading Software Licenses Materials									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Continue to purchase supplemental instructional materials and online licenses to support our reading program as well as additional online resources to support Reading and Math skills for our all of our students. We plan on purchasing: - Kinder will get Lailo - 1-2 will get Raz Kids licenses - 2-5 will get iXL licenses									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0235D	Supplies		\$8,776.00	\$8,776.00	0235-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Materials to support ELA instruction
N02358D	Software License		\$4,100.00	\$4,100.00	0235-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide additional resources for students to continue reading at home.

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

Last year we did not have any professional development specifically around math. We did however implement school-wide analysis of mathematical behaviors based on students' responses to word problems given at each grade level.

*Major Differences

We did not budget any additional money towards math professional development other than the money allotted for PLCs.

Our goals for the 2019-2020 school year were to see increased improvement on the CAASPP math for all students as well as our Black or African American, Students with Disabilities student groups. Due to site closures mid-March, we do not have CAASPP data from June 2020 so we will be moving these goals forward. We set two additional AMOs for our Black or African American and Students with Disabilities student groups related to their performance on the FAST aMath. According to our FAST Winter reporting data, (this does not include our 5th graders last year), it showed 14% of our students were at high risk using the FAST aMath assessment.

*Changes

We will ensure that math data is discussed during PLCs throughout the school year.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	meet or exceed standards	46.6%	60%	CAASPP Math	annually
June 2021	3-5	Students will score at the college pathways level	46.6%	60%	FAST aMath	annually

*Identified Need

We do not have CAASPP data for the spring of 2020 so we are using our 2019 data. According to our 2019 Math SBAC results, our 3-5 overall data shows that we declined 5.6% from the previous year.

Our 2019 CA Dashboard shows that Penn is in the Green Performance Level for mathematics but our students are at 0 points above standards which maintained from 2019 (-2 points). We have no students in the Red or Orange Performance Levels. In support of districtwide initiatives, we are going to set AMOs for English Learners, Students with Disabilities, and Black or African American student groups. Our English Learners are in the Yellow Performance Level at 7.7 points below standards (maintained -2.5 points). Our Students with Disabilities and Black or African American student groups do not have Performance colors for the 2019 Dashboard. Students with Disabilities were 70.1 points below standard, which declined 8.7 points and our Black or African American student group is at 40.1 points below standard, which increased 3.8 points from 2018.

*Online Learning Implications

- 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
- 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.
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Meet or exceed standard	11%	20%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Meet or exceed standard	6.3%	10%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Students will score at the college pathways level	Incomplete	60%%	FAST aMath	Trimester
June 2021	3-5	Students with Disabilities	Students will score at the college pathways level	Incomplete	25%	FAST aMath	Trimester
June 2021	3-5	English Learner	Students will score at the college pathways level	Incomplete	50%	FAST aMath	Trimester

Professional Learning for Teachers

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

Unduplicated students/All students

***Strategy/Activity - Description**

In order to allow our teachers the ability to meet, plan and learn together in their PLCs, we had hired VAPA visiting teachers. This allows our teachers the ability to meet and plan as our students have the ability to participate in the arts. Unfortunately, due to school closure VAPA has suspended their services until we return to brick and mortar. Special education teachers will now have the ability to participate in PLCs with their general education peers to help plan for IMTSS. Funds not used towards VAPA visiting teachers, will be used to increase any needed materials to support online learning for classrooms. In addition, we plan to provide intervention for our most vulnerable learners with after school tutoring by paying teachers hourly.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0235-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N02354O	Use VAPA visiting teachers to provide release time for teachers to plan in PLCs
	Prof&Curriclm Dev Vist Tchr				0235-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02359Y	Provide release time for ED Specialist to meet with general ed teachers to plan for IMTSS
	Prof&Curriclm Dev Vist Tchr				0235-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N02359Z	Provide release time for teachers to plan for small group intervention

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

In past years, Penn heavily relied on the support of an English Language Support Teacher (ELST) to help assess students, create student and teacher goals, provide PD, and help monitor EL student progress. Since we have lost the position, we now seek support from OLA department and have had Resource teachers assigned to our area, help plan and work on assuring that our ELs were acquiring the language at acceptable intervals during PLCs and with school-wide staff development. Until last year, our teachers had a difficult time planning for designated ELD instruction with outdated materials. They found the units available to be irrelevant and not connected to the curriculum being used in the classroom therefore often chose not to use the old program. During our school closure, the district adopted a new ELA curriculum, which comes with a comprehensive ELD program.

In the 2019-2020 school year, the goals we set for our English Learners were around their performance on the CAASPP for ELA and math and their Summative ELPAC levels. None of these assessments took place in the spring of 2020 due to site closures mid-March so all of these goals will be moved forward. We will also be setting site-based goals for this student group so that we can better track their performance throughout the year.

*Major Differences

Our teachers were able to use the new Benchmark ELD program and provide both designated and integrated lessons throughout the day. The teachers were just getting familiar with the new program but felt it was disconnected from the ELA curriculum (Lucy Calkins Units) we were using at Penn.

***Changes**

This year, our staff now have full access to the complete Benchmark curriculum. They are finding much success and connectedness with the lessons and supports for our English Learners. Teachers will continue to plan for designated and integrated lessons for all language learners in their classrooms. All classrooms have created "grade level" schedules, which depict their designated time and assure language work is targeted for our EL students.

***Integrated English Language Development**

The following are ways we plan to ensure that designated ELD is occurring in every classroom:

- Professional Development specifically designed to address integrated and designated ELD
- Walkthroughs to see evidence of Integrated ELD
- PLC plan targeted lessons with EL target students in mind
- Monthly monitoring of EL target students

***Designated English Language Development**

The following are ways we will ensure that Designated ELD is occurring in every classroom at Penn:

- Classroom Schedules
- Professional Development specifically designed to address Designated ELD
- Provide Curricular resources to use
- Professional Development around ELPAC results, how to interpret and plan

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or exceed standards	50%	60%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Meet or exceed standards	50%	60%	CAASPP Math	Annually
June 2021	3-5	English Learner	Students will score at the college pathways level in Fast aReading	50%	60%	Other (Describe in Objective)	Annually
June 2021	3-5	English Learner	Students will score at the college pathways level in Fast aMath	50%	60%	Other (Describe in Objective)	Annually

***Identified Need**

We do not have CAASPP data for the spring of 2020 so we are using our 2019 data. According to our 2019 SBAC results, it shows that only 50% of our English Learners met or exceeded ELA and Math standards.

We also do not have Summative ELPAC data from 2020. Our English Learner data on the 2019 CA Dashboard shows that 52.9% of our English Learners are making progress towards English language proficiency using the English Learner Progress Indicator. This is considered a Medium

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Performance Level. 1.9% of our ELs maintained ELPI Level 4, 33.3% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H and 13.7% of our ELs decreased at least one ELPI Level. In English Language Arts, Penn's ELs are in the Yellow Performance Level at 6.2 points above standard (maintained from 2018), and in math, they are in the Yellow Performance Level as well at 7.7 points below standard (maintained from 2018).

*Online Learning Implications

- 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.
- 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
- 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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	Move one level in ELPAC	baseline	75%	Summative ELPAC	Annually
June 2021	K-5	English Learner	Students eligible for reclassification will reclassify	TBD	95%	Summative ELPAC	Annually

Professional Development

*Students to be served by this Strategy/Activity

Unduplicated students/All English language learners K-5

*Strategy/Activity - Description

The following activities will support our professional learning:

- Monthly PLCs
- Monthly monitoring of English Learner data
- Planning differentiated lessons to address EL needs
- Designated Benchmark ELD lessons

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0235-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N023540	Use VAPA visiting teachers to release teachers for PLCs to plan for differentiated designated and integrated instruction

ELPAC Testing Coordinator

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

Unduplicated students/English Learners

***Strategy/Activity - Description**

We will be hiring retired teachers to help assess English Learners with ELPAC testing in small groups at various times throughout the year. They will also support the site teacher by providing results of site graded assessments and possible areas that require improvement. In addition, teachers will be supported in creating goals in accordance to results of assessments and review goals with 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
N02356Z	Retired NonClstrm Tchr Hrly		\$11,600.00	\$14,185.64	0235-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Funding for classroom and intervention support

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**

At Penn, we pride ourselves in having a staff that is open and willing to help provide a sense of community for ALL of our learners. Over the last several years we worked on ensuring everyone has a sense of belonging is accepted and supported by their peers, this is especially true for our students with special needs. With the help of our SPED team, we have worked hard at increasing opportunities for our students with special needs to interact with their general education peers in authentic meaningful learning experiences that are developmentally appropriate. Last year, our focus was concentrated on leveraging our PLCs to create lessons that were inclusive of all of learners. All classroom teachers were asked to target their students with special needs and plan lessons that allowed them to access their grade level curriculum not dumbed down curriculum.

Our goals for Students with Disabilities for 2019-2020 were to track their progress on their IEP goals every trimester for all students and for our English Learners with IEPs. Based on our site data, we were not able to get a tracking system in place prior to the closure that was comprehensive and included all student data. Each teacher provided their individual student's data our next steps were to sit and look at how we can create a school-wide system and decipher indicators what we wanted to include which showed universal progress. This year, we have transitioned to using a different IEP system and we will figure out how to track our students with new system.

Goals that were set for this group related to their performance on the CAASPP in math and ELA (Goals 2 and 3) were moved forward for the 2020-2021 school year as we did not have testing in the spring of 2020.

***Major Differences**

Though we only had five designated PLCs, grade levels did have limited opportunities to effectively plan for their students with special needs. The unsuccessful attempt was due to the lack of funding to allow release time for our Ed Specialist to plan with our general ed teachers.

***Changes**

This year our SSC intentionally funded release time for our ed specialist to meet with our general ed teachers. The plan is to coordinate and work together to ensure students with disabilities gain equitable access to high quality standards-aligned instruction.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	On progress to meet or exceed	Unknown	80%	Progress Reports on IEP Goals	Trimester

***Identified Need**

We do not have CAASPP data for the spring of 2020 so we are using our 2019 data. According to our 2019 SBAC results, our Students with Disabilities (SWD) decreased in proficiency by 8.7% in ELA and 13.7% in math from the previous year. On the 2019 CA Dashboard, this student group has no performance color for ELA or math. For ELA, they are 63 points below standard, which represents a decline of 10.9 points from 2018. In math, they are at 70.1 points below standard (declined 8.7 points). Since our SWDs have individualized plans, we will monitor their goals to ensure they are making adequate progress towards proficiency.

***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 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	Tk-5	English Learner	On progress to meet IEP goals	Baseline	80%	Progress Reports on IEP Goals	quarterly

Professional Development

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

Unduplicated students/All students with disabilities with a special lens on dually identified students.

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***Strategy/Activity - Description**

In order to allow our teachers the ability to meet, plan and learn together in their PLCs, we had hired VAPA visiting teachers. This allows our teachers the ability to meet and plan as our students have the ability to participate in the arts. Unfortunately, due to school closure VAPA has suspended their services until we return to brick and mortar. Special education teachers will now have the ability to participate in PLCs with their general education peers to help plan for IMTSS. Funds not used towards VAPA visiting teachers, will be used to increase any needed materials to support online learning for classrooms.

In addition, to SPED teachers having release time to engage in professional development with their peers, they will also engage in the following:

- Monthly Special Ed meetings to ensure we are monitoring student progress and problem-solve interventions
- Review progress reports
- Seek additional assistance to help give resources to families and teachers
- Differentiate for EL students with special needs during PLCs

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0235-09800-00-5738-1000-1110-01000-1313	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N02354O	Provide release time for teachers to meet in their PLCs and plan.
	Prof&Curriclm Dev Vist Tchr				0235-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02359Y	Provide visiting teachers to release my Ed Specialists to meet with general ed teachers to plan for IMTSS

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	K-5	Black Youth	Meet or exceed grade level expectations	Baseline	90%	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

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

*Identified Need

According to 2019 CA Dashboard data, 25.8% of our African American students are chronically absent and 9.4% were suspended at least once. In English Language Arts, they are at 47.6 points below the standard and in math, 40.1 points below standard. We need to ensure that we are creating an environment that is culturally appropriate and welcoming. Understanding the plight of our black youth will be a focus that Penn will take on as a professional study. Our hope is to understand how we can support our black youth and better serve them and thereby increasing their access to academic success and positive attendance outcomes at our school.

***Online Learning Implications**

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.

Professional Development

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

Black or African American Students

***Strategy/Activity - Description**

Purchase professional development materials that ILT and PLCs will use to better understand how we might be creating racist policies and conditions (intentional and unintentionally). Once we return to on-site learning funds will be used to release teachers to attend PLC meetings where they can discuss and plan accordingly based on their findings from readings.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0235-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02359Y	Funding to support teacher professional development via visiting teachers/release time
	Supplies				0235-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0235D	Funding to support the purchase of materials for professional development

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

In order to gain parent involvement we implemented the following:

- Coffee with the principal
- Family Fridays
- Messages via School Messenger
- Flyers sent home
- Marquee with up-to-date information about school events

Our goal for Family Engagement on the 2019-2020 school year to was to increase parent participation on the ELAC. Based on site data we were successful in getting a ELAC established but participation was minimal. Our goal will be to attempt and get 25% representation of our ELs at Penn. Though this is an area of difficulty, we will continue to seek participation from parents.

*Major Differences

Parent participation at Penn has always been an area of difficulty. Penn has implemented several forms of communication activities in an effort to better engage families. However, we have been struggling with challenges related to up-to-date contact information for all of our families. When we do not have current contact information we are not able to communicate as well as we would like to with Penn parents. We have also struggled with finding consistent ways to send information home with students. During the closure, it became very apparent that our school needed to work on getting parent emails. Not having an email for parents, made it extremely difficult to communicate with parents during online learning. It was also evident that parents were not responding to phone communication. The plan moving forward is to streamline communication and increase participation.

*Changes

- This year, we have taken what we learned during the initial school closure, and made changes that have improved our parent communication. After collaborating with all governing groups, we decided to use one platform to communicate with parents. All classrooms and principal will communicate

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with parents via class dojo. The hope is this will create transparency between school and home and allow everyone to see pertinent information in one location. Connect ed calls will still be used in conjunction with class dojo to disseminate information to our families. In order to increase parent input, we will create google forms to collect input around important budgetary and other school-wide decisions that affect students at Penn. The hope is that now that we have established a streamline communication process, we will get much more participation.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Increase parent participation and monitor via sign-in sheets and surveys	Unknown	25% of EL parents	Other - Describe in objective
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	32%	50%	CAL - SCHLS (CSPS)

*Identified Need

The latest CAL-SCHLS California School Parent Survey is from 2018-2019, as the survey was not conducted in the 2019-2020 school year. After a review of this data, it was determined that Penn needs to set goals around these indicators of "School Encourages Parental Involvement" and "Parental Involvement at School". We would like to see more parent involvement and participation, specifically in school committees.

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

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Increase parents that serve on a committee	3 parents	5 parents	Committee Attendance

Parent Communication

*Families to be served by this Strategy/Activity

All families will be served

Penn Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Strategy/Activity - Description**

Promoting parent involvement:

- Creating a welcoming environment where parents feel safe and heard
- Continue to offer differentiated methods to connect with parents Coffee with principal, Family Fridays, Zoom meetings, Pizza with Principal)
- Provide light refreshments and offer babysitting to attract more family attendance.
- Maintain our Parent meeting room stocked with supplies needed to conduct meetings.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02354Y	Inservice supplies		\$500.00	\$500.00	0235-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments
N02359P	Other Support Prsnl PARAS Hrly		\$350.00	\$464.78	0235-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare for parents during parent events and meetings.
N02359S	Supplies		\$1,113.00	\$1,113.00	0235-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Materials to support parent communication, meeting & trainings.

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

Our Instructional Leadership Team (ILT) worked on analyzing school-wide trends around reading data. We used DRA K-5 and FAST 3-5 to look at specific areas of need. We looked at which subgroups are continually underserved or at-risk. This helped us prioritize specific students who need additional support with reading in order to get to grade level. These at-risk students got after-school tutoring and additional small group from intervention teacher.

Our Graduation/Promotion Goals for the 20219-2020 school year around increased performance on the CAASPP ELA for all 3rd graders and 5th graders as well as our 3rd graders who are part of our Hispanic or Latino or Students with Disabilities student groups and our 5th graders who are Hispanic or Latino. As we do not have CAASPP data for June 2020 due to site closures, we will be moving these goals forward.

*Major Differences

We had funded two intervention teachers but were only able to secure one. This caused our 5th grade struggling students to get less additional support time.

*Changes

We will ensure the following:

1. We will secure adequate support to cover both grade levels with equal time
2. Provide PD for teachers around high leverage reading strategies which will help strengthen literacy program

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3rd	Meet or exceed reading standard	67.4%	75%	CAASPP ELA	Annually	
June 2021	5th	Meet or exceed reading standard	47.8%	55%	CAASPP ELA	Annually	
June 2021	3rd	Students will score at the college pathways level	*Incomplete data	55%	Other (Describe in Objective)	Annually	
June 2021	5th	Students will score at the college pathways level	*Incomplete data	55%	Other (Describe in Objective)	Annually	
*Identified Need							
According to our 2019 SBAC results, only 53% of our Hispanic students and 6.3% of our students with disabilities were proficient in ELA standards. Both subgroups were among the lowest performing.							
*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	Hispanic or Latino	Meet or exceed ELA standard	61.9%	70%	CAASPP ELA	Annually
June 2021	5th	Hispanic or Latino	Meet or exceed ELA standard	47.6	55%	CAASPP ELA	Annually
June 2021	3rd	Students with Disabilities	Students will score at the college pathways level	*Incomplete Data	50%	Grade 3 ELA Reading	Annually
June 2021	3rd	English Learner	Students will score at the college pathways level on Fast aReading	*Incomplete Data	50%	Grade 3 ELA Reading	Annually
June 2021	3rd	Black or African American	Students will score at the college pathways level on Fast aReading	*Incomplete Data	50%	Grade 3 ELA Reading	Annually
Reading Intervention Support							
*Students to be served by this Strategy/Activity							
All 3rd and 5th grade students							

***Strategy/Activity - Description**

The following will serve to reach our graduation/promotion goals:

- Monthly PLCs
- Intervention teacher to work with students
- Co-teaching support from Ed Specialist

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02352F	Classroom Teacher Hrly		\$5,000.00	\$6,114.50	0235-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Provide after school tutoring for students in need of additional support in reading and math
N02358H	Supplies		\$5,248.00	\$5,248.00	0235-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Purchase intervention materials (GR sets)

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

The administrator will work alongside all stakeholders and continue school focus on creating a collaborative risk-taking environment for teachers and students. SPSA goals will be shared with all stakeholders as a means to create transparency and accountability. The administrator will work closely with ILT and PLCs to ensure that we are monitoring data for all of our identified targeted subgroups. Ongoing results will be shared with members of SSC to help make collaborative decisions regarding supports needed for our struggling learners. To ensure this is accomplished, administrator will monitor current instructional practices to ensure they are aligned with school focus, SPSA goals and culturally sensitive.

In terms of Online learning, we will incorporate the work of Doug Fisher in order to help us build relationships as we strengthen our engagement and lesson delivery. Administrator will work in collaboration with ILT to gauge the level of success with our efforts. We will continue to increase our knowledge of applications and methods to best reach students during online learning.

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

Penn Budget Summary

DESCRIPTION

AMOUNT

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

\$ 90,866.00

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)

\$ 187,276.89

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)	\$47,025.65
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$47,025.65

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)	\$49,385.24
[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): \$ 49,385.24

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 187,276.89

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Penn Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 4,000.00	
			1986	Retired NonClism Tchr Hrly		\$ 11,600.00	
			3000				\$ 3,477.24
			4301	Supplies			\$ 116.00
			5738	Interprogram Svcs/VAPA			\$ 20,192.00
			5853	Contracted Svcs Less Than \$25K			\$ 10,000.00
		09800 LCFF Intervention Support Total				\$ 49,385.24	
	30100 Title I Basic Program	School Counselor	1210	Counselor	0.6000	\$ 52,243.20	
		School Counselor	3000			\$ 23,082.87	
			1260	Counselor Hrly		\$ 3,832.00	
			3000			\$ 854.15	
			4301	Supplies		\$ 8,776.00	
		30100 Title I Basic Program Total			0.6000	\$ 88,788.22	
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 350.00	
			3000			\$ 114.78	
			4301	Supplies		\$ 1,113.00	
			4304	Inservice supplies		\$ 500.00	
	30103 Title I Parent Involvement Total				\$ 2,077.78		
	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.2000	\$ 17,414.40	
School Counselor		3000			\$ 7,694.29		
		1157	Classroom Teacher Hrly		\$ 5,000.00		
		1192	Prof&Curriclm Dev Vist Tchr		\$ 4,000.00		
		1260	Counselor Hrly		\$ 1,278.00		
		3000			\$ 2,290.96		
		4301	Supplies		\$ 5,248.00		
		5841	Software License		\$ 4,100.00		
30106 Title I Supplmnt Prog Imprvmnt Total			0.2000	\$ 47,025.65			
Grand Total				0.8000	\$ 187,276.89		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Penn Elementary
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2010-21

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

- ***Penn*** has developed a written Title I parent and family engagement policy with input from Title I parents. **Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.**

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

Penn begins by presenting and working with SSC to create the Title 1 policy. It is then distributed to every family via classroom teachers on Class Dojo.

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])

- Our Title 1 policy is amended with SSC recommendations during regular meetings on a yearly basis
- The policy is distributed to every family via classroom teachers on Class Dojo.

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

- Coffee with the Principal via Zoom Meetings
- Title 1 meeting via Zoom meetings
- Family Fridays via Zoom meetings
- ELAC, SSC and SGT meeting via Zoom meetings

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:

Principal conducts a coffee with the principal at beginning of year to share Title 1 information and answer questions via Zoom meeting.

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:

In order to reach more parents, Penn offers morning Coffee with the Principal and evening Pizza with the Principal.

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?

At SSC meetings, parent who sit on board have the ability to give input and make changes to policy on a yearly basis. Policy will be shared with ELAC during future meetings in hopes of getting additional feedback.

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?

During 1st coffee with the Principal in late September or early October via Zoom meeting.

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?

Back to school Night, which takes place 4th week of school.

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

School has functioning SSC, ELAC and Site Governance committees all of which allow parents to give input. Meetings are held monthly via Zoom meeting.

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]).

School offers reading, math, and science nights, which allow parents to learn about core curriculum and how to support their children at home.

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]).

School offers parent training on how to help their students with reading at home. In addition, school has collaborated with sister schools in the community, which offer parent classes of varying topics.

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]).

Principal sends yearly welcome letter, which states importance of home-school connection. In addition, principal addresses the importance during PTA meetings and other school-wide events.

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]).

School does not have a resource center, but parents are made aware of Parent Ballard Center and other local resources they can tap into. This information is made available on our parent bulletin located centrally on our campus.

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]).

- School-wide parent notices are sent home via email or Class Dojo
- Marquee is updated regularly
- School posts notices and agendas on bulletin board located outside school office

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

- Babysitting is made available
- Translation is provided when needed
- Transportation is provided for parents unable to drive

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]).

Translation services are used for documents upon request.

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

Parent input is vital to the success of our program. Needed changes are made with transparency and shared with all stakeholders.

This policy was adopted by (Penn Elementary) on (9/29/20) and will be in effect for the period of (2020/2021 school year).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 10/09/20.

Maria Gomez, Principal

Signature of authorized official here

9/29/20

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF
EDUCATION JULY 2018**

APPENDIX C

SCHOOL PARENT COMPACT



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

PENN ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

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

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

At Penn Elementary we ensure there is a guaranteed viable curriculum. The same curriculum is used K-5. Each grade member follows the same schedule and teachers are given monthly planning time where they plan and create lessons based on common assessments. Parents are given an overview of the curriculum on back to school night, which takes place the fourth week of school. During this time, every classroom is responsible for disclosing the communication structure they will use to keep parents updated with all important school events.

Principal informs parents of the many ways they can volunteer at the kindergarten orientation, back to school night, and parent communication will be sent home via email or Class Dojo.

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

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

Current data is presented and discussed during SSC meeting. All board members have ability to give input and ask questions regarding progress. In addition, there are parent trainings offered throughout the year to help parents with ways to support their children at home.

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

Parent trainings are provided throughout the year. These trainings include but are not limited to: Ways to help with homework, reading, math and science.

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

Penn encourages parents to stay involved and stresses the importance of home-school connection. Parents are encouraged to:

- Monitor attendance
- Ensure homework is completed
- Monitor computer/television time
- Volunteer in child's classroom
- Stay informed by reading all communication sent home via connect ed or flyer
- Serve on advisory groups
- Request progress reports when needed
- Check child's back pack for school information everyday

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

Penn Elementary has partnered with surrounding sister schools to create a larger parent network. Sister schools hold ELAC meetings and meetings with related issues. In addition, parents are encouraged to attend specific trainings when offered at sister schools.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Letters and notices are always written with parents in mind. We send two-sided flyers with English and Spanish. When possible, communication is sent in other languages if made available by translation services or district.

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

When a parent requires support and/or access to an event or meeting, school will do the following:

- Translation
- Transportation
- Assistance with food or clothing

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

All communication is written in a format that is friendly for parents to understand. It is sent in English and Spanish. It is also sent in other languages when requested.

This Compact was adopted by the Penn Elementary on 9/29/20 and will be in effect for the period of 2020/21 school year

The school will distribute the Compact to all parents and family members of students participating on, or before: 10/09/20.

Maria Gomez

Signature of authorized Official here

9/29/20

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

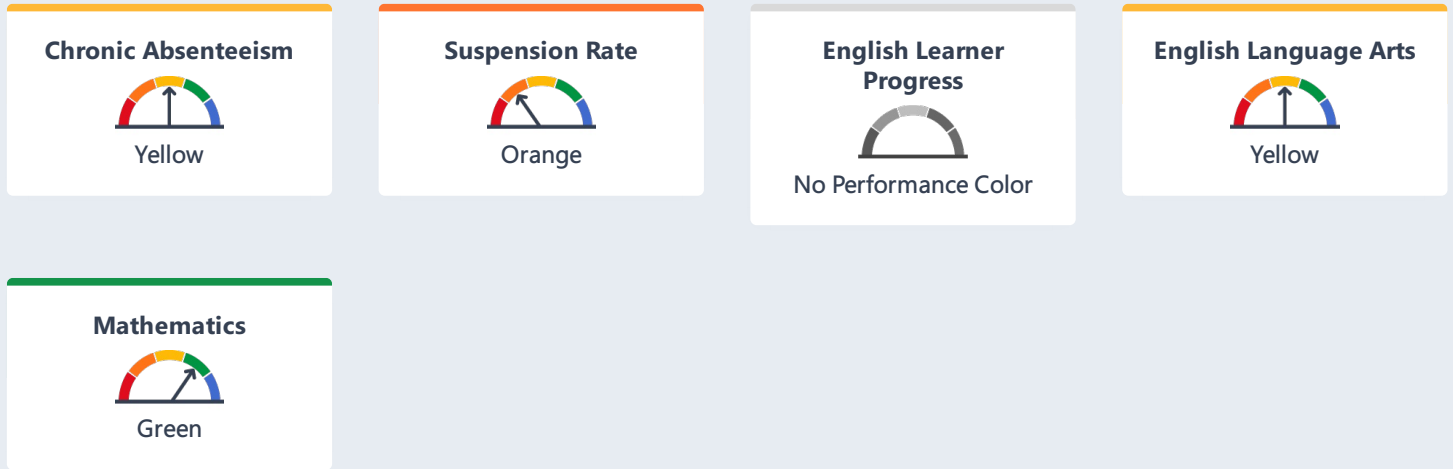
Reclassification data results can be requested from the school site.

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.

Penn Elementary

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

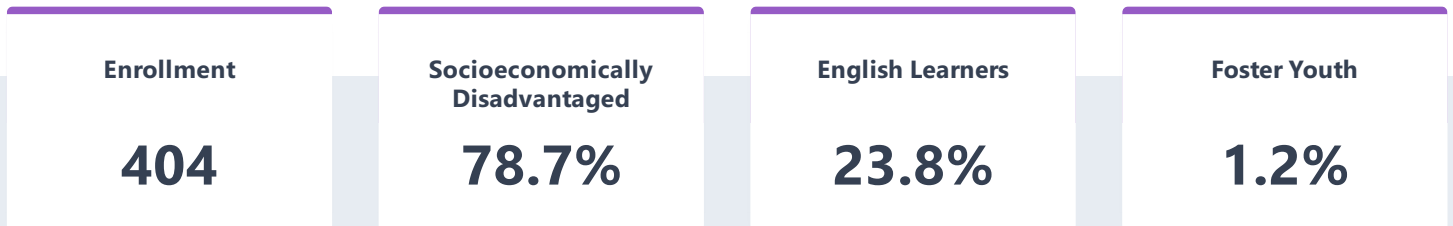


School Details

NAME Penn Elementary	ADDRESS 2797 Utica Drive San Diego, CA 92139-3843	WEBSITE http://www.sandi.net/pe...	GRADES SERVED K-5
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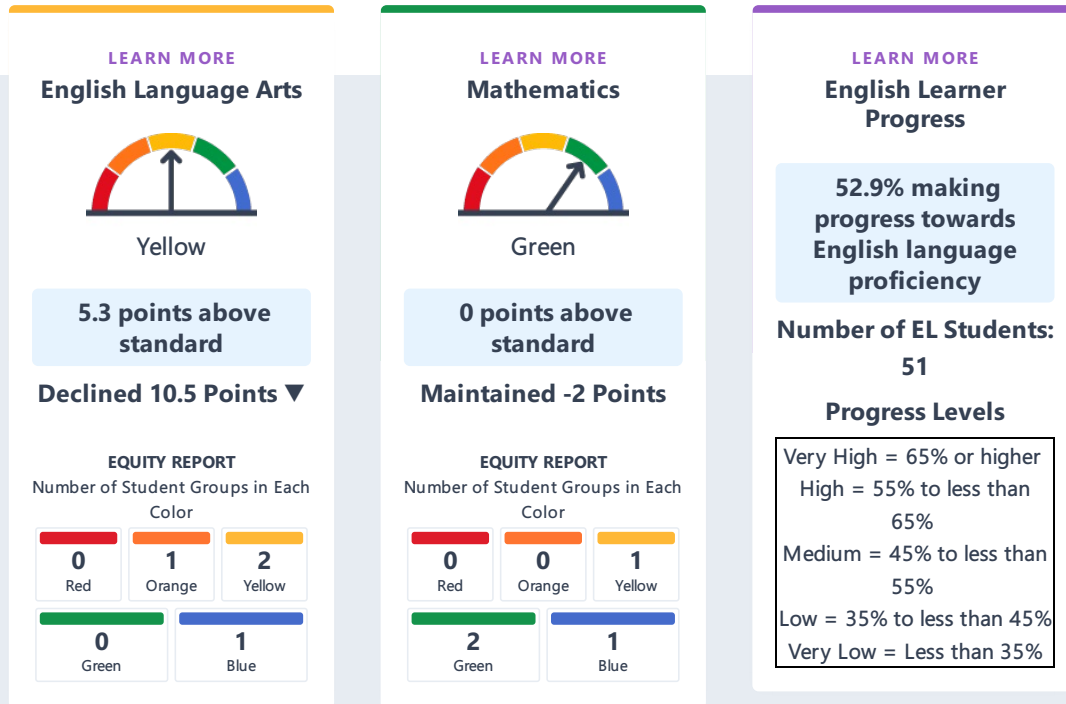
Student Population

Explore information about this school's student population.



Academic Performance

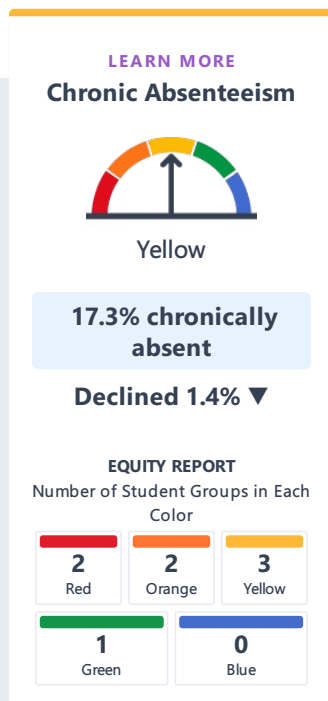
View Student Assessment Results and other aspects of school performance.



PENN ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Orange

3.7% suspended at least once

Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	2 Yellow
1 Green	2 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



Yellow

5.3 points above standard

Declined 10.5 Points ▼

Number of Students: 167

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

English Learners

Socioeconomically Disadvantaged



Green

No Students



Blue

Filipino



No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

47.6 points below standard

Declined 24.7 Points ▼

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

21.9 points below standard

No Data

Number of Students: 12

Two or More Races



No Performance Color

0.2 points above standard

Declined 16.4 Points ▼

Number of Students: 26

Students with Disabilities



No Performance Color

63 points below standard

Declined 10.9 Points ▼

Number of Students: 31

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic



Orange

7.3 points below standard

Maintained -1.8 Points

Number of Students: 71

English Learners



Yellow

6.2 points above standard

Maintained -1.2 Points

Number of Students: 49

Socioeconomically Disadvantaged



Yellow

2.8 points below standard

Declined 6.4 Points ▼

Number of Students: 130

Filipino



Blue

56.8 points above standard

Maintained 1.2 Points

Number of Students: 41

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

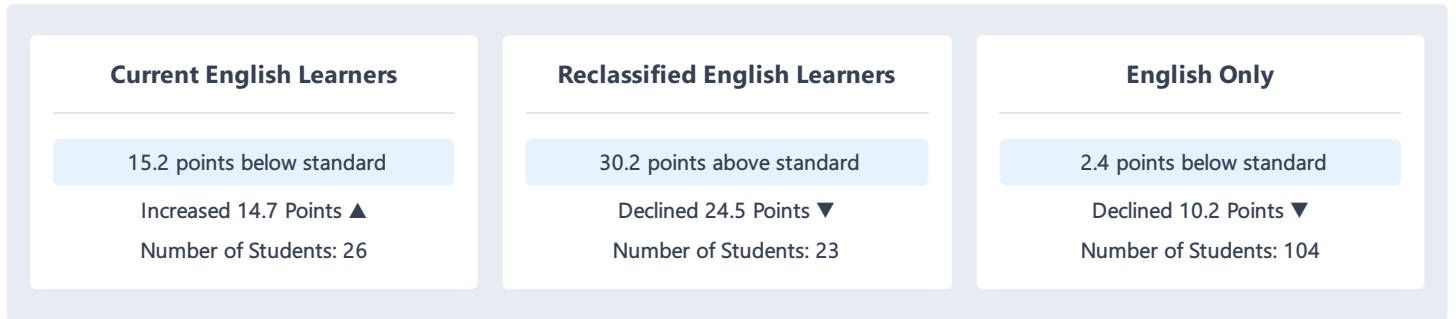
All Students 9.5 points above standard

15.8 points above standard

5.3 points above standard

English Language Arts Data Comparisons: English Learners

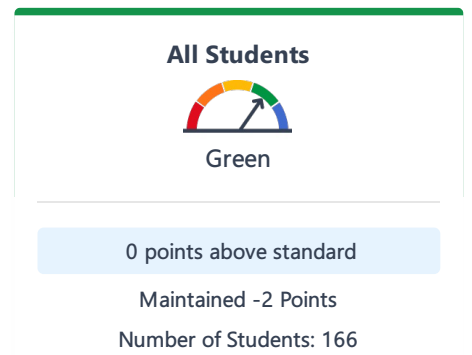
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

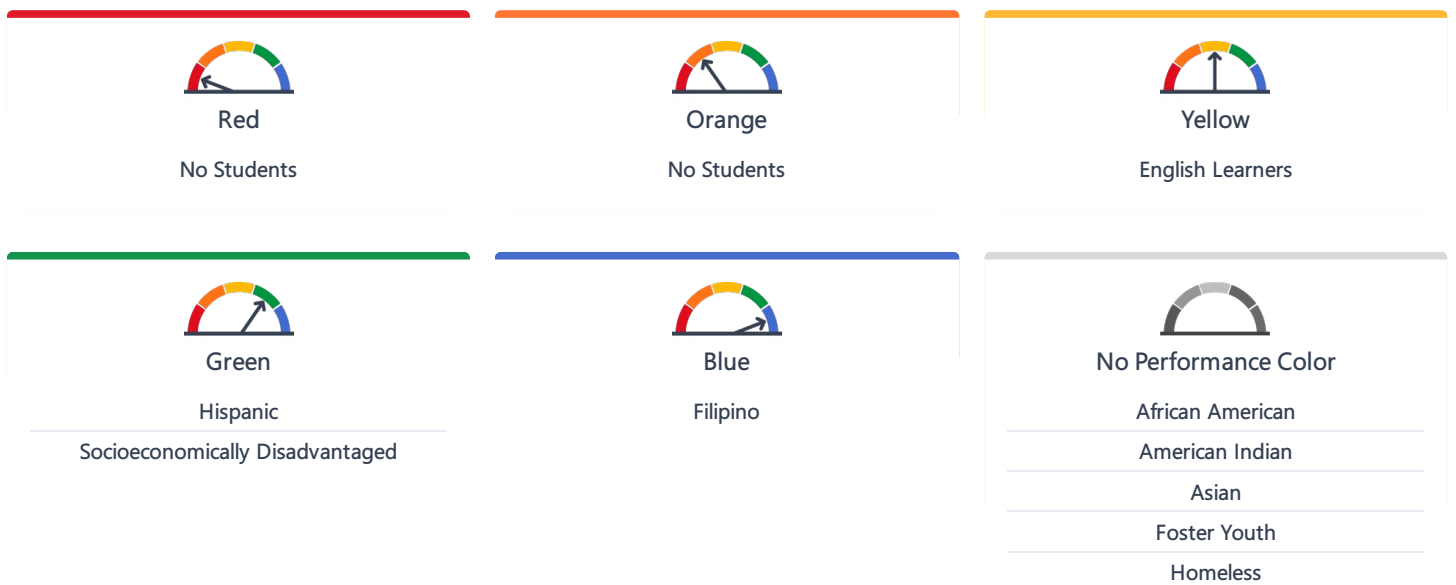
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



African American



No Performance Color

40.1 points below standard

Increased 3.8 Points ▲

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

37.1 points below standard

No Data

Number of Students: 12

Two or More Races



No Performance Color

7.3 points below standard

Declined 12.3 Points ▼

Number of Students: 26

Students with Disabilities



No Performance Color

70.1 points below standard

Declined 8.7 Points ▼

Number of Students: 30

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners



Yellow

7.7 points below standard

Maintained -2.5 Points

Number of Students: 49

Hispanic



Green

22 points below standard

Increased 5.5 Points ▲

Number of Students: 70

Socioeconomically Disadvantaged



Green

5.9 points below standard

Increased 5 Points ▲

Number of Students: 129

Filipino



Blue

60.8 points above standard

Increased 4.5 Points ▲

Number of Students: 41

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	2.1 points above standard	2.1 points above standard	N/A

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
12.9 points below standard	1.8 points below standard	3 points below standard
Increased 12.4 Points ▲	Declined 22.3 Points ▼	Maintained 1.6 Points
Number of Students: 26	Number of Students: 23	Number of Students: 103

English Learner Progress Indicator

All English Learner Students

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

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

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

[LEARN MORE](#)

English Learner Progress

52.9% making progress towards English language proficiency

Number of EL Students: 51

Performance Level
Medium

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Yellow

17.3% chronically absent

Declined 1.4% ▼

Number of Students: 427

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

Students with Disabilities

Hispanic



Orange

African American

Homeless



Yellow

English Learners

Socioeconomically Disadvantaged

Two or More Races



Green

Filipino



Blue

No Students



No Performance Color

Asian

Foster Youth

Pacific Islander

White

American Indian



Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

17.4% chronically absent

Declined 6.4% ▼

Number of Students: 23

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Red

34.8% chronically absent

Increased 10.3% ▲

Number of Students: 66

Hispanic



Red

20.8% chronically absent

Increased 1.4% ▲

Number of Students: 192

African American



Orange

25.8% chronically absent

Declined 5.8% ▼

Number of Students: 62

Homeless



Orange

24.2% chronically absent

Declined 11.2% ▼

Number of Students: 33

English Learners



Yellow

15.5% chronically absent

Declined 6.1% ▼

Number of Students: 103

Socioeconomically Disadvantaged



Yellow

18.6% chronically absent

Declined 2% ▼

Number of Students: 333

Two or More Races



Yellow

13.2% chronically absent

Declined 3.7% ▼

Number of Students: 53

Filipino



Green

6.7% chronically absent

Declined 4% ▼

Number of Students: 90

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



Orange

3.7% suspended at least once

Maintained 0%

Number of Students: 435

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

African American



Orange

English Learners

Socioeconomically Disadvantaged



Yellow

Hispanic

Students with Disabilities



Green

Two or More Races



Blue

Filipino

Homeless



No Performance Color

American Indian

Asian

Foster Youth

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

4.2% suspended at least once

Increased 4.2% ▲

Number of Students: 24

African American



Red

9.4% suspended at least once

Increased 2.6% ▲

Number of Students: 64

English Learners



Orange

2.8% suspended at least once

Increased 1.9% ▲

Number of Students: 106

Socioeconomically Disadvantaged



Orange

4.1% suspended at least once

Maintained -0.1%

Number of Students: 339

Hispanic



Yellow

4.1% suspended at least once

Declined 0.3% ▼

Number of Students: 197

Students with Disabilities



Yellow

5.9% suspended at least once

Declined 1% ▼

Number of Students: 68

Two or More Races



Green

1.9% suspended at least once

Declined 1.1% ▼

Number of Students: 53

Filipino



Blue

0% suspended at least once

Declined 1.1% ▼

Number of Students: 90

Homeless



Blue

0% suspended at least once

Declined 3.1% ▼

Number of Students: 34



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	181	49.2	178	56.7	179	58.1	178	54.5	163	53.4	4.2	-1.1	180	35.0	180	43.3	179	50.3	182	52.2	163	46.6	11.6	-5.6
Female	85	52.9	88	58.0	91	61.5	97	60.8	89	57.3	4.4	-3.5	85	31.8	90	35.6	91	50.5	98	56.1	89	47.2	15.4	-8.9
Male	96	45.8	90	55.6	88	54.5	81	46.9	74	48.6	2.8	1.7	95	37.9	90	51.1	88	50.0	84	47.6	74	45.9	8.0	-1.7
African American	42	31.0	25	48.0	19	26.3	21	23.8	18	11.1	-19.9	-12.7	42	11.9	25	32.0	19	21.1	22	27.3	18	11.1	-0.8	-16.2
Asian**	1	-	1	52.6	2	-	0	-	1	-	-	-	1	-	1	-	2	-	0	-	1	-	-	-
Filipino	39	66.7	38	68.4	43	67.4	44	72.7	42	73.8	7.1	1.1	39	61.5	39	56.4	43	62.8	46	78.3	42	76.2	14.7	-2.1
Hispanic	69	36.2	80	47.5	78	56.4	69	49.3	66	53.0	16.8	3.7	68	26.5	80	37.5	78	44.9	70	37.1	66	36.4	9.9	-0.7
Indochinese**	4	-	0	61.9	0	-	1	-	-	-	-	-	4	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	64.7	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	4	-	6	94.3	6	-	6	-	9	-	-	-	4	-	7	-	6	-	6	-	9	-	-	-
Multiracial	21	81.0	28	67.9	30	66.7	36	58.3	26	46.2	-34.8	-12.1	21	61.9	28	50.0	30	60.0	36	58.3	26	53.8	-8.1	-4.5
English Learner	26	15.4	30	26.7	24	8.3	28	28.6	24	50.0	34.6	21.4	25	20.0	32	18.8	24	20.8	31	32.3	24	50.0	30.0	17.7
English-Speaking	155	54.8	148	62.8	155	65.8	150	59.3	139	54.0	-0.8	-5.3	155	37.4	148	48.6	155	54.8	151	56.3	139	46.0	8.6	-10.3
Reclassified†	26	76.9	23	95.7	33	81.8	23	87.0	23	60.9	-16.0	-26.1	26	65.4	23	69.6	33	66.7	23	60.9	23	47.8	-17.6	-13.1
Initially Eng. Speaking	129	50.4	125	56.8	122	61.5	127	54.3	116	52.6	2.2	-1.7	129	31.8	125	44.8	122	51.6	128	55.5	116	45.7	13.9	-9.8
Econ. Disadv.*	147	44.9	142	50.0	135	51.1	143	49.0	124	46.8	1.9	-2.2	147	32.0	143	37.8	135	43.0	147	46.9	124	44.4	12.4	-2.5
Non-Econ. Disadv.	34	67.6	36	83.3	44	79.5	35	77.1	39	74.4	6.8	-2.7	33	48.5	37	64.9	44	72.7	35	74.3	39	53.8	5.3	-20.5
Gifted	35	74.3	36	77.8	22	81.8	11	63.6	10	90.0	15.7	26.4	35	54.3	36	75.0	22	81.8	11	81.8	10	90.0	35.7	8.2
Not Gifted	146	43.2	142	51.4	157	54.8	167	53.9	153	51.0	7.8	-2.9	145	30.3	144	35.4	157	45.9	171	50.3	153	43.8	13.5	-6.5
With Disabilities	11	0.0	11	9.1	17	11.8	20	15.0	16	6.3	6.3	-8.7	11	0.0	11	9.1	17	17.6	20	20.0	16	6.3	6.3	-13.7
WO Disabilities	170	52.4	167	59.9	162	63.0	158	59.5	147	58.5	6.1	-1.0	169	37.3	169	45.6	162	53.7	162	56.2	147	51.0	13.7	-5.2
Homeless	6	-	5	42.9	4	-	9	-	12	33.3	-	-	6	-	6	-	4	-	9	-	12	33.3	-	-
Foster	1	-	0	50.0	1	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Military	12	41.7	16	75.0	16	68.8	12	83.3	16	75.0	33.3	-8.3	12	33.3	16	62.5	16	62.5	12	83.3	16	56.3	23.0	-27.0

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Penn
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	62	59.7	60	60.0	50	64.0	65	58.5	46	67.4	7.7	8.9	61	52.5	61	52.5	50	64.0	67	62.7	46	69.6	17.1	6.9
Female	28	57.1	29	69.0	25	84.0	37	64.9	24	66.7	9.6	1.8	28	35.7	30	46.7	25	84.0	37	64.9	24	66.7	31.0	1.8
Male	34	61.8	31	51.6	25	44.0	28	50.0	22	68.2	6.4	18.2	33	66.7	31	58.1	25	44.0	30	60.0	22	72.7	6.0	12.7
African American	11	36.4	6	48.0	4	-	9	-	4	-	-	-	11	9.1	6	-	4	-	10	30.0	4	-	-	-
Asian**	1	-	0	52.6	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Filipino	15	80.0	12	66.7	11	81.8	17	70.6	14	78.6	-1.4	8.0	15	86.7	12	58.3	11	81.8	18	83.3	14	85.7	-1.0	2.4
Hispanic	24	41.7	33	54.5	24	58.3	18	55.6	21	61.9	20.2	6.3	23	39.1	33	54.5	24	58.3	18	44.4	21	61.9	22.8	17.5
Indochinese**	0	-	0	61.9	0	-	1	-	-	-	-	-	0	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	64.7	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	3	94.3	1	-	3	-	2	-	-	-	2	-	4	-	1	-	3	-	2	-	-	-
Multiracial	9	-	6	67.9	8	-	17	64.7	4	-	-	-	9	-	6	-	8	-	17	76.5	4	-	-	-
English Learner	10	20.0	13	38.5	10	20.0	12	33.3	10	70.0	50.0	36.7	9	-	14	28.6	10	30.0	13	46.2	10	80.0	-	33.8
English-Speaking	52	67.3	47	66.0	40	75.0	53	64.2	36	66.7	-0.6	2.5	52	53.8	47	59.6	40	72.5	54	66.7	36	66.7	12.9	0.0
Reclassified†	7	-	6	95.7	4	-	7	-	7	-	-	-	7	-	6	-	4	-	7	-	7	-	-	-
Initially Eng. Speaking	45	62.2	41	61.0	36	72.2	46	58.7	29	69.0	6.8	10.3	45	46.7	41	56.1	36	69.4	47	68.1	29	65.5	18.8	-2.6
Econ. Disadv.*	48	54.2	52	55.8	38	55.3	51	49.0	37	62.2	8.0	13.2	48	45.8	53	47.2	38	55.3	53	52.8	37	64.9	19.1	12.1
Non-Econ. Disadv.	14	78.6	8	83.3	12	91.7	14	92.9	9	-	-	-	13	76.9	8	-	12	91.7	14	100.0	9	-	-	-
Gifted	13	76.9	8	77.8	3	-	3	-	4	-	-	-	13	76.9	8	-	3	-	3	-	4	-	-	-
Not Gifted	49	55.1	52	59.6	47	63.8	62	56.5	42	64.3	9.2	7.8	48	45.8	53	45.3	47	63.8	64	60.9	42	66.7	20.9	5.8
With Disabilities	3	-	11	9.1	17	11.8	7	-	16	6.3	-	-	3	-	3	-	17	17.6	7	-	16	6.3	-	-
WO Disabilities	59	62.7	57	63.2	45	71.1	58	62.1	45	68.9	6.2	6.8	58	55.2	58	55.2	45	71.1	60	65.0	45	71.1	15.9	6.1
Homeless	1	-	5	42.9	4	-	3	-	5	-	-	-	1	-	6	-	4	-	3	-	5	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	8	75.0	5	-	6	-	4	-	-	-	5	-	8	-	5	-	6	-	4	-	-	-

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	59	35.6	61	62.3	61	52.5	49	61.2	71	47.9	12.3	-13.3	59	22.0	62	48.4	61	49.2	51	47.1	71	38.0	16.0	-9.1
Female	31	35.5	29	55.2	31	58.1	24	75.0	41	51.2	15.7	-23.8	31	16.1	30	30.0	31	48.4	25	52.0	41	36.6	20.5	-15.4
Male	28	35.7	32	68.8	30	46.7	25	48.0	30	43.3	7.6	-4.7	28	28.6	32	65.6	30	50.0	26	42.3	30	40.0	11.4	-2.3
African American	16	18.8	9	48.0	6	-	4	-	9	-	-	-	16	12.5	9	-	6	-	4	-	9	-	-	-
Asian**	0	-	1	52.6	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Filipino	11	54.5	15	80.0	14	57.1	10	90.0	17	64.7	10.2	-25.3	11	36.4	16	68.8	14	64.3	11	72.7	17	64.7	28.3	-8.0
Hispanic	23	21.7	22	45.5	29	55.2	24	50.0	24	50.0	28.3	0.0	23	13.0	22	31.8	29	44.8	25	36.0	24	25.0	12.0	-11.0
Indochinese**	0	-	0	61.9	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	94.3	3	-	1	-	6	-	-	-	1	-	2	-	3	-	1	-	6	-	-	-
Multiracial	7	-	12	75.0	8	-	9	-	15	46.7	-	-	7	-	12	66.7	8	-	9	-	15	53.3	-	-
English Learner	10	20.0	9	38.5	8	-	6	-	9	-	-	-	10	10.0	10	20.0	8	-	8	-	9	-	-	-
English-Speaking	49	38.8	52	69.2	53	60.4	43	65.1	62	48.4	9.6	-16.7	49	24.5	52	53.8	53	54.7	43	55.8	62	38.7	14.2	-17.1
Reclassified†	3	-	10	100.0	11	81.8	5	-	10	60.0	-	-	3	-	10	80.0	11	72.7	5	-	10	40.0	-	-
Initially Eng. Speaking	46	37.0	42	61.9	42	54.8	38	65.8	52	46.2	9.2	-19.6	46	21.7	42	47.6	42	50.0	38	55.3	52	38.5	16.8	-16.8
Econ. Disadv.*	48	29.2	43	53.5	49	44.9	40	60.0	55	40.0	10.8	-20.0	48	18.8	43	44.2	49	40.8	42	45.2	55	36.4	17.6	-8.8
Non-Econ. Disadv.	11	63.6	18	83.3	12	83.3	9	-	16	75.0	11.4	-	11	36.4	19	57.9	12	83.3	9	-	16	43.8	7.4	-
Gifted	11	63.6	12	91.7	7	-	2	-	3	-	-	-	11	27.3	12	83.3	7	-	2	-	3	-	-	-
Not Gifted	48	29.2	49	55.1	54	48.1	47	61.7	68	45.6	16.4	-16.1	48	20.8	50	40.0	54	42.6	49	44.9	68	35.3	14.5	-9.6
With Disabilities	5	-	6	9.1	17	11.8	20	15.0	16	6.3	-	-8.7	5	-	6	-	5	-	20	20.0	8	-	-	-
WO Disabilities	54	38.9	55	67.3	56	57.1	42	71.4	63	54.0	15.1	-17.4	54	24.1	56	51.8	56	51.8	44	54.5	63	41.3	17.2	-13.2
Homeless	1	-	5	42.9	3	-	9	-	3	-	-	-	1	-	0	-	3	-	9	-	3	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	4	75.0	5	-	4	-	8	-	-	-	5	-	4	-	5	-	4	-	8	-	-	-

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Penn
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	60	51.7	57	47.4	68	58.8	64	45.3	46	47.8	-3.9	2.5	60	30.0	57	28.1	68	41.2	64	45.3	46	37.0	7.0	-8.3
Female	26	69.2	30	50.0	35	48.6	36	47.2	24	58.3	-10.9	11.1	26	46.2	30	30.0	35	28.6	36	50.0	24	45.8	-0.4	-4.2
Male	34	38.2	27	44.4	33	69.7	28	42.9	22	36.4	-1.8	-6.5	34	17.6	27	25.9	33	54.5	28	39.3	22	27.3	9.7	-12.0
African American	15	40.0	10	40.0	9	-	8	-	5	-	-	-	15	13.3	10	30.0	9	-	8	-	5	-	-	-
Asian**	0	-	0	52.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	13	61.5	11	54.5	18	66.7	17	64.7	11	81.8	20.3	17.1	13	53.8	11	36.4	18	50.0	17	76.5	11	81.8	28.0	5.3
Hispanic	22	45.5	25	40.0	25	56.0	27	44.4	21	47.6	2.1	3.2	22	27.3	25	20.0	25	32.0	27	33.3	21	23.8	-3.5	-9.5
Indochinese**	4	-	0	61.9	0	-	0	-	-	-	-	-	4	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	94.3	2	-	2	-	1	-	-	-	1	-	1	-	2	-	2	-	1	-	-	-
Multiracial	5	-	10	60.0	14	71.4	10	40.0	7	-	-	-	5	-	10	30.0	14	57.1	10	40.0	7	-	-	-
English Learner	6	-	8	38.5	6	-	10	20.0	5	-	-	-	6	-	8	-	6	-	10	40.0	5	-	-	-
English-Speaking	54	57.4	49	53.1	62	64.5	54	50.0	41	51.2	-6.2	1.2	54	33.3	49	32.7	62	43.5	54	46.3	41	39.0	5.7	-7.3
Reclassified†	16	68.8	7	100.0	18	77.8	11	90.9	6	-	-	-	16	50.0	7	-	18	55.6	11	63.6	6	-	-	-
Initially Eng. Speaking	38	52.6	42	47.6	44	59.1	43	39.5	35	48.6	-4.0	9.1	38	26.3	42	31.0	44	38.6	43	41.9	35	40.0	13.7	-1.9
Econ. Disadv.*	51	51.0	47	40.4	48	54.2	52	40.4	32	40.6	-10.4	0.2	51	31.4	47	21.3	48	35.4	52	42.3	32	34.4	3.0	-7.9
Non-Econ. Disadv.	9	-	10	80.0	20	70.0	12	66.7	14	64.3	-	-2.4	9	-	10	60.0	20	55.0	12	58.3	14	42.9	-	-15.4
Gifted	11	81.8	16	75.0	12	83.3	6	-	3	-	-	-	11	54.5	16	56.3	12	75.0	6	-	3	-	-	-
Not Gifted	49	44.9	41	36.6	56	53.6	58	44.8	43	46.5	1.6	1.7	49	24.5	41	17.1	56	33.9	58	43.1	43	34.9	10.4	-8.2
With Disabilities	3	-	11	9.1	7	-	6	-	7	-	-	-	3	-	2	-	7	-	6	-	16	6.3	-	-
WO Disabilities	57	54.4	55	49.1	61	62.3	58	48.3	39	53.8	-0.6	5.5	57	31.6	55	29.1	61	42.6	58	48.3	39	43.6	12.0	-4.7
Homeless	4	-	5	42.9	4	-	4	-	12	33.3	-	-	4	-	0	-	4	-	4	-	12	33.3	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	4	75.0	6	-	2	-	4	-	-	-	2	-	4	-	6	-	2	-	4	-	-	-

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 ** 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**



Penn Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: PENN ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***Strategy/Activity - Description**

We plan to use our school counselor to help facilitate the following:

- second step lessons
- Social /emotional small groups
- Resources to families (MAST)
- Run Student Success Team meetings
- Monitor attendance/SARB students]
- Home visits
- Individual student support

***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.
School Counselor - Schiller, Matthew	0.60000	\$71,670.27	30100-1210	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.	Counselor provides social-emotional support to students at Penn. In addition he is able to help with attendance programs to help	Though we have many preventive measure in place, we still have students whom we need to help improving behavior.	Worked on new behavior plan which is tiered and provides differentiated levels of support for students.



Penn Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor - Schiller, Matthew	0.20000	\$23,890.10	30106-1210	Additional funding for counselor.	increase attendance. He engages in home visits for chronic absenteeism. He works with outside agencies to support struggling families. Same as above.	Same as above	Same as above
Note/Reminders (optional):							

Goal 2 - English Language Arts

Reading Intervention Support

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

Support for struggling students in literacy:

- Obtain 2 retired reading recovery teachers to provide intervention for struggling students in 1-5 grade.
- Classroom teachers support struggling readers

*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 NonClstrm Tchr Hrly		\$14,642.40	30100-1986	Provide small group instruction to struggling readers in 1-5 grade	DRA scores improved in 1 st grade.	Not enough time and money allotted for the success of all of our struggling readers.	Increased days for intervention support.
Classroom Teacher Hrly		\$6,101.00	30106-1157	Provide additional support for struggling readers	The ability to support students in different areas of struggle. Teachers tutor students in Math, Science and ELA.	Not enough teachers volunteered causing several grade levels not to have the targeted support.	Will extend offer to others outside of our staff if needed.
Retired NonClstrm Tchr Hrly		\$7,321.20	30106-1986	Provide small group instruction to struggling	DRA scores improved in 1 st grade.	Retired reading recovery teacher is limited with days	

Penn Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

readers in 1-5
grade

she can support
Penn.

Note/Reminders (optional):

Reading Software Licenses Materials

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

Supplemental instructional materials and online licenses to support our reading program: K-2 will get Raz Kids licenses and 3-5 will get iXL licenses.

***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		\$7,782.00	30100-4301	Purchase reading programs and licenses such as Raz kids and iXL	Students have access to extended reading material at school and home. Helps students improve on their reading skills.		
Supplies		\$6,288.00	30106-4301	Purchase reading programs and licenses such as Raz kids and iXL	Students have access to extended reading material at school and home. Helps students improve on their reading skills.		

Note/Reminders (optional):

Goal 3 - Mathematics

Professional Learning for Teachers

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

The following activities will support our professional learning:

- Monthly PLC
- Monthly monitoring of mathematical behavior data

***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	--	--	30106-1157	After school tutoring to help students struggling in mathematics	Struggling students get support with word problems. They have additional opportunity to think critically and problem solve in a small group setting.	Only one teacher chose to teach Math afterschool	Encourage more teachers at multiple grade levels to work after-school in support of our struggling mathmeticians

Note/Reminders (optional):

Goal 6 - Family Engagement

Parent Communication

***Strategy/Activity - Description**

Promoting parent involvement:

- Creating a welcoming environment where parents feel safe and heard
- Create more avenues to reach parents

***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.
Other Support Prsnl PARAS Hrly		\$719.36	30103-2281	Send PARAS to help train parents in Playworks	Was able to send 3 of 5 to train in August in support of our new recess program.	Since not all attended, it is hard for them to engage in supervision of students and lead games.	Send more PARAS to training this year so they are on same page and understand the program and students.
Supplies		\$400.00	30103-4301	Materials to support parent communication, meeting & trainings.	We have the ability to send communication home on distinct colored paper to identify to parents that it is coming from school and/or principal. We are able to print	Some families do not read all paper communication.	Attempt to reach parents via other means (electronic) in order to save paper and reach more families.



Penn Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inservice supplies	\$300.00	30103-4304	Light refreshments for parent meetings	handouts for coffee with the principal. Have the ability to provide coffee and pastries to parents who attend meetings on site.	Will continue.
Postage Expense	\$100.00	30103-5920	Mailings for parents	Can mail important documents to parents.	
Interprogram Svcs/Paper	\$500.00	30103-5733	Parent communication	We are able to print handbooks for our families that do not have access to internet or computers at home.	

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Reading Intervention Support

***Strategy/Activity - Description**

The following will serve to reach our graduation/promotion goals:

- Monthly PLCs
- Intervention teacher to work with students
- Co-teaching support from Ed Specialist

***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 NonClstrm Tchr Hrly	--	--	30100-1986	Retired reading recovery teacher will provide intervention for students at risk in 3rd and 5th grade	Having our students receive small group and/or 1-1 reading support has helped our students become more confident in their reading and improved in the process.	We have limited funds therefore do not have the ability to hire our retired intervention teacher for more than 30 days. Therefore she is not able to reach as many students as we would like.	Increase funds in order to offer more days of intervention to our students
Retired NonClstrm Tchr Hrly	--	--	30106-1986	Retired reading recovery teacher will provide iintervention for students at risk in 3rd and 5th grade	Having our students receive small group and/or 1-1 reading support has helped our students become more	We have limited funds therefore do not have the ability to hire our retired intervention teacher for more	Increase funds in order to offer more days of intervention to our students

Penn Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

confident in their reading and improved in the process. than 30 days. Therefore she is not able to reach as many students as we would like

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Penn Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: PENN ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Playworks

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

Penn will implement Playworks in order to promote engaging, inclusive, collaborative and safe play. Staff will be trained by Playworks on different activities that can be done with students during recess and in the classroom. In addition, classroom and noon duty personnel will receive training so they can run the program during both morning and lunch recess. The purpose of this program is teach all students to resolve conflicts and create a safe environment. The hope is that all students will have a sense of belonging and want to contribute in the classrooms and they will feel safe and come to school ready to learn.

***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		\$4,880.80	09800-1157	Teachers will be trained on how to implement Playworks.	Teachers now have a multitude of games that has helped them organize the recess program and make it a safer place to play.	Not all staff and supervisors were trained. Hard to have an adult at every game	We will begin traiing junior coaches (students) who will help lead and monitor the games as role models.



Penn Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Contracted Svcs >
\$25K

\$10,000.00

09800-5100

Playworks
contract

It has completely transformed our recess time into a more organized and inviting place that promotes safe play

Year 2 will be concentrated on promoting junior coaches.

Note/Reminders (optional):

Goal 2 - English Language Arts

Professional Development

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

The following activities will support our professional learning:

- Monthly PLCs
- ILT - professional book study

*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.
Services & Other Operating		\$26,691.00	09800-5000	Purchase district AEP visiting teachers to provide release time so that teachers can meet to collaborate.	Teachers get uninterrupted time to plan while students get to rotate and experience the arts.	Visiting teacher artist do not always have best management. Too much time is lost disciplining students	Communication with artist regarding expectations to ensure students are motivated and getting most of
Classroom Teacher Hrly	--	--	09800-1157	Enable my ILT teacher reps to meet after school hours to plan for professional development.			

Note/Reminders (optional):

Reading Intervention Support

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

Support for struggling students in literacy:

- Obtain 2 retired reading recovery teachers to provide intervention for struggling students in 1-5 grade.
- Classroom teachers support struggling readers

***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 NonClstrm Tchr Hrly		\$3,050.50	09800-1986	ELPAC assessments	Having one person effectively manage all testing.	Students don't know tester and teacher doesn't always get the results	Place money aside to have tester review with teachers the results of ELPAC test.

Note/Reminders (optional):

Reading Software Licenses Materials

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

Supplemental instructional materials and online licenses to support our reading program: K-2 will get Raz Kids licenses and 3-5 will get iXL licenses.

***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.

Penn Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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		\$9,999.00	09800-4301	Purchase reading program licenses such as Raz kids and iXL	Both programs enable students to access grade level texts at home.	Not everyone used program effectively.	Will only purchase license for classrooms that implement programs and notify [arents of use.

Note/Reminders (optional):

Goal 3 - Mathematics

Professional Learning for Teachers

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

The following activities will support our professional learning:

- Monthly PLC
- Monthly monitoring of mathematical behavior data

*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.
Services & Other Operating	--	--	09800-5000	AEP visiting teachers to release grade levels to meet in PLCs.	Teachers get uninterrupted time to plan while students get to rotate and experience the arts.	Not enough time or frequency	Principal set aside monies to release grade levels for one full day.
Supplies	--	--	09800-4301	Classroom materials and programs (ixl) to support math instruction.	Teachers have all needed materials that are needed for student work (journals, paper, pencils, etc..).		

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

The following activities will support our professional learning:

- Monthly PLCs
- Monthly monitoring of English Learner data
- Planning differentiated lessons to address EL needs
- Designated Benchmark ELD lessons

*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.
Services & Other Operating	--	--	09800-5000	AEP visiting teachers to release teachers to participate in PLCs.	Teachers get uninterrupted time to desegregate data on their ELs and plan accordingly to results.	3 hours is not enough time.	Get creative with how we use other possible minutes to plan.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Student Monitoring

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.4%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Penn will benefit.

Monitoring:

- Monthly Special Ed meetings to ensure we are monitoring student progress and problem-solve interventions
- Attend IEP meetings
- Review progress reports
- Seek additional assistance (CORT) to help give resources
- Differentiate for EL students with special needs during PLCs

***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.
Services & Other Operating	--	--	09800-5000	Release time for teachers to plan for targeted students with special needs	Teachers meeting and looking at data on focus students to look for trends and patterns that the grade level can work on together.	Do not have the presence of Ed Specialist at the planning session for input	Set money aside to include Ed Specialist at PLC planning sessions
Classroom Teacher Hrly	--	--	09800-1157	Will diseggrate data and monitor progress	The ability to p[ay for an ed specialist to sit on ILT, which meets after school to plan for	Not enough funds to pay for all to ed specialist.	Set money aside in upcoming budget to pay for full day subs to release SPED teachers to

professional
development
needed based on
data.

plan with their gen
ed peers.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?