THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT SANDBURG ELEMENTARY SCHOOL

2020-21

37-68338-6089049
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: Burningham, Lindsay
Contact Person: Burningham, Lindsay
Position:
Telephone Number: 858/693-8593;
Address: 11230 Avenida Del Gato, Sandburg Elementary, San Diego, CA, 92126-1235,
E-mail Address: lburningham@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Evaluation of LCFF 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: Sandburg Elementary

SITE CONTACT PERSON: Lindsay Burningham

PHONE: 619-605-4700   **Fax: 858-693-3896**   **E-MAIL ADDRESS: lburningham@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.

   <u>CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:</u>

   ☐ English Learner Advisory Committee (ELAC)   Date of presentation: ELAC in development

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

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

   x☐ Site Governance Team (SGT)   Date of presentation: <u>9/23/2020</u>

   ☐ Other (list):_____   Date of presentation: _____

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

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

6. The site plan or revisions to the site plan were adopted by the SSC on: October 1, 2020

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

Lindsay Burningham   **/Lindsay Burningham/**   **October 1, 2020**
   Type/Print Name of School Principal   Signature of School Principal /   Date

Bob Turner   **/BobTurner/**   **October 1, 2020**
   Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   / Date

ELAC in development   **ELAC in development**
   Type/Print Name of ELAC Chairperson   Signature of ELAC Chairperson / Date

LAMONT JACKSON   10/7/20
Type/Print Name of Area Superintendent   Signature of Area Superintendent / Date

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a schoolwide comprehensive budgeting plan for Sandburg Elementary.

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)
Sandburg Elementary School's School Site Council and Site Governance Team met during the 2019-2020 school year to discuss each of the LPAC goals to ensure compliance. In addition, during Coffee with the Principal, the parent engagement policy was discussed, refined, and adjusted to meet the needs of our school and community. From March 2020-September 2020, virtual meetings occurred to continue these discussions during the school closures. Before October 5, 2020, feedback was offered on Sandburg's School Plan for Student Achievement and the goals created for stakeholder feedback. The SPSA survey was also analyzed to ensure a continued focus is placed on closing the achievement gap for our students.

RESOURCE INEQUITIES
Sandburg Elementary serves a diverse group of approximately 515 students in the Mira Mesa community of San Diego, California. We are committed to providing quality education to every student. We have identified our Students with Disabilities and English Learners as groups to focus on targeted support in both English and Mathematics.
Upon reviewing areas of need, we have discussed the need for more mental health support, up-to-date curriculum, and instructional materials that meet the demands of 21st-century learners. We see inequities in the following areas:
- Support for Students with Disabilities
- Attendance
- Mental health support to meet the increased need in our community
- Adequate and current curriculum and instructional materials
- Identified support for newcomers
- Increasing the opportunity for teachers to meet in grade-level teams as well as vertical articulation a minimum of four times a year
These resource inequities are addressed where appropriate in the SPSA.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kristy Polk	Parent
Bob Turner	Community Member
David Lorber	Parent
AJ Wheeler	Parent
Thea Stein	Classroom Teacher
Candace Bouchard	Classroom Teacher
Susan Krier	Classroom Teacher
Debbie Raynor	Other School Personnel
Vicki Torcisi-Constein	Classroom Teacher
Kathy Tanner	Parent
Stacia Lopez	Parent
Lindsay Burningham	Principal
Jessica Lee	Parent
Carrie Kellinger	Parent
Margarett Hull	Classroom Teacher
Jennifer Jimenez	Classroom Teacher

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

Due to the strategies implemented students who were classified as nearly chronic and chronically absent dropped from 37 students in 2018-2019 to 34 students in 2019-2020. The overall attendance rate for the 2019-2020 school year is difficult to accurately calculate due to COVID and the school closures. The overall attendance percentage in 18-19 was 96.97% and was 96.68% until week 25 when the transition was made to online learning. During the last few weeks school was open we saw a further decline in attendance due to parents choosing to keep their children home due to COVID concerns. \

*Major Differences

During the Spring of 2020 and the COVID school closures, attendance was measured and monitored differently. Educators and school staff communicated regularly with students and families to ensure connectedness, but the activities differed than what was stated in the plan due to the school closures.

*Changes

Our overall attendance rate and chronic absenteeism continue to be a concern for the 2020-2021 school year and we will continue to connect with those families that are not attending. During online learning, classroom teachers, office staff and the principal are following up daily with all students that are not engaged and participating in synchronous and asynchronous online learning. We are working with students and families to troubleshoot technology and access issues that are affecting student attendance.

Sandburg Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	all students grades K-5	will increase attendance rates	96.97%	98%	Attendance	monthly
June 2021	5th grade students	will report feeling safe at school	83%	100%	CAL-SCHLS (CHKS)	annually
June 2021	5th grade students	will report having a caring adult on campus	36%	50%	CAL-SCHLS (CHKS)	annually
June 2021	all students grades K-5	will decrease chronic absence rates	6%	4%	Chronic Absenteeism	monthly

*Identified Need

The 2019 CA Dashboard shows that Sandburg is in the Orange Performance Level for the Academic Engagement: Chronic Absenteeism indicator with 6% of our student population being chronically absent in 2019. This is an increase of 0.5% from 2018. We have no student groups in the Red Performance Level and six student groups in the Orange Performance Level: Students with Disabilities, Filipino, Hispanic, Homeless, Socioeconomically Disadvantaged, and Two or More Races.

Based on a review of the cumulative attendance percentages by month for Sandburg, we still have room for growth. Students must be in school daily to meet their maximum potential.

In addition, upon review of the 2018-2019 California Healthy Kids Survey (CHKS) data, it was identified that 83% of students surveyed in the 5th grade feel safe on campus. This is an identified need, as every student should feel safe at school. The CHKS report also showed that only 36% of the surveyed 5th grade students feel as though they have a caring adult they can identify at school. We believe that by providing a safe connection on campus, students will attend school more frequently. The CHKS was not administered at Sandburg in the 2019-2020 school year due to the school closure, so this goal is remaining the same.

The 2019 CA Dashboard shows that Sandburg is in the Blue Performance Level for the Conditions & Climate: Suspension Rate with 0.4% of all students suspended at least once. This declined by 0.5% from 2018. We have no student groups in the Red Performance Level and one student group in the Orange Performance Level: Students with Disabilities.

In support of districtwide initiatives, we are also including AMOs for English Learners and African Americans. Our English Learner student group is in the Green Performance Level for Chronic Absenteeism and Suspension Rate. Our African American student group is too small for state-reported data so we will be setting goals for this group based on site-based metrics.

*Online Learning Implications

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

For a Safe and Welcoming School: We are creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning. SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	decrease suspension	2.5%	0%	Suspension	annually
June 2021	TK-5	Students with Disabilities	decrease chronic absenteeism	16	8	Chronic Absenteeism	annually
June 2021	TK-5	Filipino	decrease chronic absenteeism	8.9	5	Chronic Absenteeism	annually
June 2021	TK-5	Hispanic or Latino	decrease chronic absenteeism	9.6	6	Chronic Absenteeism	annually
June 2021	TK-5	Homeless/Foster	decrease chronic absenteeism	10	5	Chronic Absenteeism	annually
June 2021	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	11.4	6	Chronic Absenteeism	annually
June 2021	TK-5	Two or More Races	decrease chronic absenteeism	10	5	Chronic Absenteeism	annually
June 2021	TK-5	Black or African American	increase monthly attendance	baseline	98	Attendance	annually

Relationship Building

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Teachers and staff at Sandburg want all students to attend school regularly. It has been identified that all subgroups besides, English Learners, white and Asian students have increased their rate of chronic absenteeism during the 2019-2020 school year. Students who miss school tend to do poorly in school because they miss instruction. English Learners who miss school are at a greater disadvantage because they need additional support to close language gaps.

To foster a safer, collaborative, and inclusive school culture, teachers and staff at Sandburg will continue to adjust practices to increase positive relationships between teachers, staff, and students. We believe that students are more likely to attend school when they feel that they have trusting adults they can count on at their school site both in their classrooms and around campus. Adults hold a large responsibility to ensure this happens. We will ensure that we listen to students when they approach us and ensure that an adult checks in on every child at least once a day. Knowing there are adults they can count on also helps students to feel safe while they are at school.

To ensure all individuals are held responsible for attendance, the principal will hold regular meetings and be in regular communication with parents who have children with a chronically absent record. Members of this meeting will be asked to sign a contract, which will detail their responsibility to ensure increased attendance.

As a staff, we will highlight positive behaviors that students exhibit throughout the month. We are continuing our Character Trait program that highlights identified behaviors each month. As a staff, we are recognizing students and rewarding them for this behavior. Our goal is to increase positive relationships among students and staff and recognize students for their continued efforts and excellent behavior.

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

From our 2018-2019 SPSA, Sandburg set the following English/Language Arts SMART Goals:
- By June 2019, 85% (approx. 76- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
- By June 2019, 85% (approx. 98- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

71.9% of Sandburg 3rd Graders and 74.1% of 5th graders met or exceeded standard on the 2019 SBAC for ELA. In the last school year, teachers collaborated on a regular basis to discuss best practices, monitor student data, and adjust instructional goals.

In addition, student monitoring occurred regularly to ensure teachers identify instructional learning gaps for students. Teachers were provided access to Accelerated Reader to closely monitor student growth, strategically pull small groups, and monitor goals set by students. This data was used to develop small groups and target particular standards by grade. During the 2019-2020 school, teachers continued to collaborate on a regular basis to discuss best practices, monitor student data and adjust instructional goals. Teachers also continued to use Accelerated Reader for grades 2-5 and Reading Eggs for grades TK-2 to monitor student growth and strategically pull small groups of students. Due to COVID and online learning, the SBAC was not administered for the 2020-2021 school year, so the goals will remain the same for 2020-2021.

*Major Differences
Due to COVID school closures, budgetary limitations, consistent and regular school days cannot be provided to support the Professional Learning Community schedule that the staff at Sandburg feel they need to best support our students. With a limited amount of PLC opportunities during the school year, teachers are only able to meet on a limited basis to discuss student achievement and develop detailed goals to meet gaps in student learning. To maximize student growth, consistent and regular meeting days must be provided to teams of teachers.   Due to COVID and the school closures, the SBAC assessment was not given for the 2019-2020 school year, so those numbers are being carried over for 2020-2021.

*Changes
Due to budget constraints and online learning teachers have limited time to meet during full day Professional Learning Communities. Each grade level team will be asked to develop strategic goals during intermittent PLC time and professional development time to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5 grade students	meet or exceed standard	75%	83%	CAASPP ELA	annually
June 2021	all 3rd grade students	meet or exceed standard	72%	80%	CAASPP ELA	annually
June 2021	all 4th grade students	meet or exceed standard	80%	85%	CAASPP ELA	annually
June 2021	all 5th grade students	meet or exceed standard	74%	85%	CAASPP ELA	annually

*Identified Need
In 2019, 75% of 3-5th-grade students at Sandburg Elementary met or exceeded standards on the CAASPP ELA for their identified grade level. As a collective team, teachers, students, and parents will work to ensure that at least 83% of students at Sandburg are "meeting or exceeding standard" on the CAASPP ELA by June of 2021.
While Sandburg is at a Green Performance Level overall on the CA Dashboard for English Language Arts with All Students at 50.8 points above standard, which is a decline of 8.3 points from 2018. We have no student groups in the Red Performance Level and one student group in the Orange: Students with Disabilities. This group is 36.7 points below standard, which declined by 7.7 points from 2018.
In support of districtwide initiatives, we are also including AMOs for our English Learners and African American student groups. For ELA, English Learners are in the Green Performance LEvel at 33.8 points above standard, which is a decrease of 9 points from 2018. Our African American student group is too small for state-level reporting so we will be using site-based metrics for their goal.

*Online Learning Implications
During online learning, 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 and other presentations. It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. The site will use structures and digital tools to support student collaboration, which include Accelerated Reader and Reading Eggs. Teachers will provide both whole group, small group and individual instruction. Multiple assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. Professional development is provided for educators on the new Benchmark ELA/ELD program and best practices in distance learning. Both Integrated and Designated ELD instruction will be provided to all English Language Learners, in addition to strategies for differentiation and scaffolding instruction for English Language Learners.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standard	33	43	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	meet or exceed standards	34.3	44.3	CAASPP ELA	annually
June 2021	3-5	Black or African American	meeting or exceeding grade level expectations	baseline	85	Other (Describe in Objective)	grading period

Student Monitoring

*Students to be served by this Strategy/Activity
Unduplicated students/All students are served based on their identified needs.

*Strategy/Activity - Description
The percentage of unduplicated students at Sandburg is 47.95% for the 2020-2021 school year. Considering that this group of students makes up a relatively significant proportion of the student body at Sandburg and that these students historically are underperforming in core content areas, the site has decided to use LCFF monies to strategically support UPP through teacher professional development, classroom support, and intervention support. While these supports will be for the primary benefit of this group of students, we understand that all students at Sandburg will benefit.
At Sandburg, 75% of all students were performing at grade level for the 2018-2019 school year as indicated by the CAASPP ELA. The staff continues to work to ensure we are closing the gap for all students. This will occur as we provide Tier 1 Instruction and small group support to provide targeted SWDs with additional support and English Learners with Designated ELD support daily. Students with reading gaps are pulled by a reading specialist and our English Language Instructional aide. We are monitoring the progress of these identified students to ensure they are each meeting our targeted goals.

All students will be monitored to assess the ongoing progress of grade-level stands. English Learners with identified learning gaps will be identified by teachers and provided with small group support to work on areas of deficiency. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA to meet the needs of students, including English Learners and students with disabilities. Data (Accelerated Reader, Reading Eggs, FAST, etc.) that is determined by the PLC will be used to monitor student achievement and tracked to increase overall grade-level achievement.

Staff will work together to identify the specific academic needs of targeted students needing additional support including their strengths and areas of growth. This will allow classroom teachers, Resource Specialists, and English Language support teachers to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

Support for students at Sandburg will be provided based on running records maintained by the teachers and shared during PLC's and student monitoring with the site principal. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times. Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Education Specialists will meet monthly to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Our EL assistant will also provide language support for students during the day if their English skills are not progressing at an appropriate rate. She will also be administering the ELPAC during the fall and the spring and working with targeted students throughout the school year to help them meet their ELA, math and reclassification goals. All staff will work together to determine what supplemental instructional materials are needed to support Sandburg students in their targeted ELA learning opportunities throughout the day both in their classrooms and during targeted intervention support.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02191L	ESL Asst - Wagar, Lila	0.60000	$18,162.00	$35,347.69	0219-09800-00-2101-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		This position is used to provide tier 2 and tier 3 EL support.
N02195I	Prof&Curriclm Dev Vist Tchr		$5,203.00	$6,362.74	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC time and PD will be provided for teachers through VT release.
	Classroom PARAS Hrly				0219-09800-00-2151-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities | Ref Id : N02198R	Additional para support for struggling students

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

From our 2018-2019 SPSA, Sandburg set the following Mathematics SMART Goal:
- By June 2019, 85% (approx. 76- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
- By June 2019, 85% (approx. 98- 5th graders) will meet or exceed standards in Math on the SBAC exam.

83.1% of Sandburg 3rd Graders and 80.0% of 5th graders met or exceeded standard on the 2019 SBAC for ELA. No new SBAC scores were gathered in the 2019-2020 school year due to COVID and online learning, so this goal will continue for 2020-2021. In the last school year, teachers collaborated on a regular basis to discuss best practices, monitor student data, and adjust instructional goals.

In addition, student monitoring occurred to ensure teachers could identify instructional learning gaps for students. Teachers were provided access to a Guaranteed and Viable Curriculum to closely monitor student growth, strategically pull small groups, and monitor goals set by students.

*Major Differences

Due to budgetary limitations and the COVID school closures, consistent and regular school days cannot be provided to support the Professional Learning Community schedule that the staff at Sandburg feel they need to best support our students. With a limited amount of PLC opportunities during the school year, teachers are only able to meet on a limited basis to discuss student achievement and develop detailed goals to meet gaps in student learning. To maximize student growth, consistent and regular meeting days must be provided to teams of teachers.

*Changes
With limited time to meet during full day Professional Learning Communities, each grade level team will be asked to develop strategic goals during intermittent PLC time and professional development time to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all 3-5	meet or exceeds standards	82%	87%	CAASPP Math	annually
June 2021	all 3rd grade students	meet or exceeds standards	83%	90%	CAASPP Math	annually
June 2021	all 4th grade students	meets or exceeds standard	81%	85%	CAASPP Math	annually
June 2021	all 5th grade students	meets or exceeds standards	80%	85%	CAASPP Math	annually

*Identified Need
In 2019, 82% of 3-5 grade students at Sandburg Elementary met or exceeded standards on the CAASPP Math for their identified grade level. During 2020-2021, as a collective team, teachers, students, and parents will work to ensure that at least 87% of students at Sandburg, including English Learners and Students with Disabilities, are "meeting standard" on the CAASPP Math by June of 2021. As a site, Sandburg is at the Blue Performance Level for Mathematics on the CA Dashboard 2019 at 85.6 points above standard, which maintained from 2018. All subgroups are at either Green or Blue Performance Levels, with the exception of Students with Disabilities who are at the Orange Performance Level. We will work to ensure classroom teachers are regularly meeting with resource specialists to ensure SWDs are receiving the targeted support they need in mathematics. In support of districtwide initiatives, we are also including AMOs for our English Learner and African American student groups. English Learners are in the Blue Performance Level for math on the 2019 CA Dashboard at 41.4 points above standard, which maintained from 2018. Our African American student group is too small for state-level reporting so we will be using a site-based metric for their goal.

*Online Learning Implications
During online learning, 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. We are also looking at incorporating new formative assessments, such as the FAST assessments to provide additional student data. Structures and digital tools to support student collaboration will be incorporated into online learning. Flexibility for teachers to provide both whole group, small group and individual instruction will be provided to allow them to better differentiate instruction during online learning. Multiple assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. Professional development will be provided for educators about best practices in online learning.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5 grade students	English Learner	meet or exceeds standards	48%	58	CAASPP Math	annually
June 2021	3-5 grade students	Students with Disabilities	meet or exceeds standards	43%	53	CAASPP Math	annually
June 2021	3-5 grade students	Black or African American	meeting or exceeding grade level expectations	baseline	85	Other (Describe in Objective)	grading period

Grade Level PLCs

*Students to be served by this Strategy/Activity

Unduplicated students/All students will benefit from this activity.

*Strategy/Activity - Description

With an unduplicated pupil percentage of 47.95% in the 2019-2020 school year, the staff at Sandburg knows that almost half of the students they serve need additional supports to achieve success in core content areas. Because of this, the site has chosen to use LCFF monies to support continued professional development throughout the year for all teachers. While this strategy is for the primary benefit of our unduplicated students, all students at Sandburg will benefit from teachers participation in these days of collaborative work. During grade level PLC time and professional development time, teachers will work together to identify students with learning gaps in math, as measured by benchmark assessments, FAST and the CAASPP, and develop comprehensive plans to meet individual student needs. This will include monitoring growth through small group instruction, working on math fluency, and math facts. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in math that present challenges. Data that is determined by the PLC will be used to increase overall grade-level achievement.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02195I	PLC and PD time will be provided through VT release.

Intensive Math Support

*Students to be served by this Strategy/Activity

We will identify all Students with Disabilities and English Learners and label their math areas of difficulty. This will allow classroom teachers, Resource Specialists, and support teachers to work on targeted skills during push-in or small group instruction to move lower-performing students into the "Meets and or Exceeds" band of learners as measured by the CAASPP Math assessment.

*Strategy/Activity - Description
Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in math to meet the needs of students. Data that is determined by the PLC will be used to create targeted supports for students who need it in an effort to increase overall grade level achievement.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02195I	PLC and PD time will be provided through VT release.
	Classroom PARAS Hrly	0219-09800-00-2151-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities | Ref Id : N02198R	Additional para support for struggling students

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

During the 2019-2020 school year, 90% of our students eligible for reclassification were reclassified. We exceeded the 80% goal that was set for the 2019-2020 school year, so we will be setting a new goal of 95% reclassification for all eligible students.

Teachers and our English Language aide provided support to students who were identified as having various areas of need. In addition, the team monitored student data and adjusted the small group instruction of students with English Language support goals. Our neediest students, based on data, were provided with small group instruction through designated support during our English Language Arts block as well as small group support from our English Language aide at least twice a week. Teachers met during PLC's to discuss student achievement, identify small group learning needs, and provide designated ELD support.

*Major Differences

Due to COVID online learning and budgetary limitations, consistent and regular school days can not be provided to support the Professional Learning Community schedule that the staff at Sandburg feel they need to best support our students. With a limited amount of PLC opportunities during the school year, teachers are only able to meet on a limited basis to discuss student achievement and develop detailed goals to meet gaps in student learning. To maximize student growth, consistent and regular meeting days must be provided to teams of teachers. Due to the reduced screen time in the spring, it was also difficult for the small group EL support to continue at the level it was prior to online learning.

*Changes
With limited time to meet during full day Professional Learning Communities, each grade level team will be asked to develop strategic goals during intermittent PLC time and professional development time to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students.

*Integrated English Language Development
Our EL students will receive daily support through integrated interventions during their class's ELA block. Teachers will develop literacy blocks that include specific, targeted support for English Learners.

*Designated English Language Development
Teachers will be trained to provide designated ELD instruction to students. Classroom walk-throughs will be used to ensure our English Learners are being supported on a regular basis. Classroom schedules will include dedicated dELD time.

*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 in ELA	33%	43%	CAASPP ELA	annually
June 2021	3-5	English Learner	meet or exceed standard in math	48%	58%	CAASPP Math	annually

*Identified Need
In English Language Arts, only 9 out of 27 English Learners met or exceeded standard on the 2019 CAASPP. In math, only 13 out of 27 students met or exceeded standard. As a site, we recognize the lack of achievement for English Learners in both English Language Arts and math and have worked to develop strategies to help these students meet their goals. On the 2019 CA Dashboard, English Learners are in the Green Performance Level for ELA at 33.8 points above standard, which declined 9 points. the ELA Data Comparisons: EL shows that our Current English Learners are 47 points below standard (declined 23.5 points) and our Reclassified ELs are 78.2 points above standard (increased 8.7 points), outperforming our English Only students who are 53.6 points above standard (declined 7 points). In math, they are in the Blue Performance Level at 41.4 points above standard, which maintained 2.8 points from 2018. The Mathematics Data Comparisons: ELs shows our Current ELs are 25.1 points below standard (maintained 0.7 points), our Reclassified ELs are 78 points above standard (increased 13.3 points) and our English Only students were 60.4 points above standard (declined 3.2 points). The Dashboard's English Learner Progress Indicator shows that 61.2% of our ELs are making progress towards English language proficiency which is considered a High Performance Level.

*Online Learning Implications

During online learning, we will provide students with targeted small group support through a push-in integrated model. The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses. Formative assessment data will be collected, analyzed and feedback given to students. The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	reclassify all students who are eligible for reclassification	90%	95%	Summative ELPAC	annually

English Learner Support

*Students to be served by this Strategy/Activity

Unduplicated students/English Learners

*Strategy/Activity - Description

As a site, we feel that students who are performing below grade level or who are new to the country must be provided with regular and consistent designated and integrated English Language instruction. We wanted to use our LCFF money strategically to support the EL students that are served by Sandburg. During Professional Learning Community planning, teachers will identify English Learners who are performing below standard. Teachers will develop classroom and intervention supports for ELs in key areas of instruction, including small groups, vocabulary development, and language frames will be created for student access. In addition, language proficiency will be monitored and discussed with the EL Assistant who pulls small groups during the day.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	ESL Asst –	0219-09800-00-2101-1000-1110-01000-3104	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts | Ref Id : F02191L	Regular EL support will be provided by our ELL Assistant.
	Prof&Curriclm Dev Vist Tchr	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts | Ref Id : N02195I	PD and PLC through VT release

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

In English Language Arts, only 8 of the 24 students with Disabilities met or exceeded standard on the 2018-2019 CAASP. In math, only 13 out of 27 students met or exceeded standard. As a site, we recognized the lack of achievement for Students with Disabilities in both English Language Arts and math. Due to COVID and the school closures, the CAASP was not administered for the 2019-2020 school year, so we expect this to still be an area of concern and are maintaining this goal for the 2020-2021 school year.

*Major Differences

There were a lot of differences in the 2020-2021 school year. Those differences include that the CASSP was not administered for the 2020-2021 school year and from March of 2020 through the end of the school year, teachers and students participated in online learning. During this time, staff tried their best to access students with disabilities and provide the support they needed to succeed. This goal will remain the same for 2020-2021.

*Changes

Although the goal will remain the same for 2020-2021, how service is provided to our students with disabilities has changed. During online learning, staff is primarily supporting students with disabilities through virtual push in support in general education classes and small group/individual support with the education specialist or paraeducator. Beginning in mid-October of 2020, we anticipate that some in-person support will be available for our most struggling students with disabilities.

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	K-5	increase the percentage of students meeting or exceeding goals	baseline	100	Progress Reports on IEP Goals	based on IEP

*Identified Need
In English Language Arts, only 8 of the 24 students with Disabilities met or exceeded standard on the 2018-2019 CAASP. In math, only 13 out of 27 students met or exceeded standard. As a site, we recognized the lack of achievement for Students with Disabilities in both English Language Arts and math. On the 2019 CA Dashboard, Students with Disabilities are at the Orange Performance Level for Suspension Rate, Chronic Absenteeism, ELA and mathematics.

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

*Annual Measurable Outcomes						
By Date	**Grade**	**Student Subgroup**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	English Learner	meet or exceeds standard on ELA CAASPP	36	46	Other (Describe in Objective)	annual
June 2021	3-5	English Learner	meet or exceeds standard on math CAASPP	48	58	Other (Describe in Objective)	annual

SWD Support

*Students to be served by this Strategy/Activity
English Learners who are performing below grade level or who are new to the country must be provided with regular and consistent designated and integrated English Language instruction. In addition, students with disabilities must also receive tailored instruction to meet the needs of this target group.

*Strategy/Activity - Description
The percentage of unduplicated students at Sandburg is 47.95% for the 2020-2021 school year. Considering this group of students makes up a relatively significant proportion of the student body at Sandburg and that these students historically are underperforming in core content areas, the site has decided to use LCFF monies to strategically support UPP through teacher professional development, classroom support, and intervention support. While these supports will be for the primary benefit of this group of students, we understand that all students at Sandburg will benefit.   During Professional Learning Community planning, teachers will identify English Learners who have an IEP and are performing below standard. Key areas of instruction including small group, vocabulary development, and language frames will be created for student access. In addition, language proficiency will be monitored and discussed with the EL adviser who pulls small groups during the day.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02198R	Classroom PARAS Hrly	$492.00	$653.33	0219-09800-00-2151-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional para support for struggling students
	Prof&Curriclm Dev Vist Tchr			0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02195I	PLC and PD time will be provided with VT release.

*Online Learning Implications
During online learning, our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. We are creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Black Youth Supports

*Students to be served by this Strategy/Activity
All students will be served.

*Strategy/Activity - Description
At Sandburg, we have six students in the 2020-2021 school year identified as Black. Even with a small number of students, it is important that all of our students see their black peers as valued and respected individuals in our school community. The Sandburg staff will be provided professional development and sample lessons through district and site-based professional development opportunities to ensure we have a culturally responsive and welcoming curriculum. The principal will also provide model lessons for all teachers. At Sandburg, we will work together to develop a site equity team to ensure we have a referral tracking process that will track student referrals and ensure there is not an equity gap for our black students. The equity team will also ensure all black students have a staff champion and look at how we can increase the diversity of the Sandburg staff.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02195I	Professional development provided through VT release.

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

For the 2020-2021 school year we are continuing work on the previous SMART goal that was set:
- By June 2021, 100% (approx. 515 families) will receive information regarding the academic and citizenship progress of their children.

During the 2019-2020 school year, we worked on increasing parental involvement. Parents at Sandburg were provided with various opportunities to get involved. This includes membership drives, volunteering, after school activities, and family engagement opportunities including "Family Fridays" for our kindergarten families, various involvement opportunities, Coffee with the Principal, and parent meetings. We have found that parent-to-parent connections are often the best way to recruit and engage new parents, so we are trying to use our veteran volunteers to help activate and engage new parents. The school closures made these parent connections difficult to measure, so this goal is continuing.

*Major Differences

Despite our efforts and regular communication, we have found that not all parents are able to attend our events and that we consistently have the same parents offering to support events. We have changed our platform for recruitment and are working to get participation from generally underrepresented groups. The school closures in the Spring also halted or changed many events and led to further decreased participation.

*Changes

We collaborate with our local High School JROTC program to provide babysitting during some of our parent meetings. We are also working on increasing positive relationships with our families so everyone feels comfortable attending events at Sandburg Elementary. During online learning, we are looking at scheduling these events virtually whenever possible and alternating the times of events to encourage more participation.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parental involvement from non-represented parent groups such as English Learner families.	8%	30%	Other - Describe in objective

*Identified Need

Despite the consistent parental support, Sandburg Elementary has not successfully established an ELAC. On the California Schools Parent Survey for 2018, showed that parents who do not consider English as their primary language do not feel as supported as those who are fluent. We are working collaboratively to ensure all documents are sent home in various home languages so we can increase parent involvement and support our ELAC by establish a diverse parent group. We are also using School Messenger as a primary means of communication, as it can easily be translated into the home language.

*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. Parent engagement activities will continue through virtual platforms, while parents and students are not allowed on campus.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents and students will feel as though their cultural beliefs are respected.	63%	90%	Other - Describe in Objective

Multi-Cultural Fair

*Families to be served by this Strategy/Activity

All families will benefit.

*Strategy/Activity - Description

To increase cultural sensitivity between all diverse communities on campus, we will continue to recruit and display highlights from all cultures at our Multi-Cultural fair. This will allow various ethnic and cultural groups to represent their family history and share cultural differences. We will also continue to reach out to families and engage them in any way possible. During off-site learning we are conducting parent meetings virtually, sending messages home.

Culturally Responsive Teaching

*Families to be served by this Strategy/Activity

All families.

*Strategy/Activity - Description

Provide more culturally responsive teaching so students and families see themselves in what they are learning. Increased communication with families through school messenger, which is easily translated into the home language. Adjust the timing of events or activities to increase participation.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02195I	PD and PLC provided through VT release

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

At the end of the 2018-2019 school year, 80% of 3rd grade students at Sandburg were meeting their DRA requirements. However, while analyzing the CAASPP data, only 72% of students were meeting or exceeding 3rd grade ELA standards. 59% of our 5th grade students meet their DRA Requirements - CAASPP.

During the 2019-2020 school year, 3-5 grade teachers adjusted using Lexile Levels in place of DRA levels. Due to COVID school closures and distance learning, there is not an accurate measurement of end of the year reading levels. For 2020-2021, we will be adjusting the goals to be based on Lexile Levels aligned to meeting the standard at each grade level.

*Major Differences

Teachers at Sandburg began using Lexile Levels to measure student's reading in place of the commonly used DRA, but due to the COVID school closures and online learning, accurate measurements could not be taken during June 2020.

*Changes

Teachers in 3rd-5th grade will use Lexile from the STAR reading assessment to monitor student achievement. They will use this data to drive small group instruction and meet the needs of students who are not meeting grade-level standards. Supporting teachers at this level will ensure that children have time to understand their reading gaps, adjust classroom instruction where needed, and adjust the overall performance of students.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All 3rd grade students	Will meet or exceed grade level standards	72%	80%	CAASPP ELA	annual
June 2021	All 2nd grade students	Will meet or exceed DRA level expectations	86%	95%	Other (Describe in Objective)	trimester
June 2021	All 1st grade students	Will meet or exceed DRA level expectations	83%	90%	Other (Describe in Objective)	trimester

*Identified Need

Students need to meet or exceed the reading standards at grades TK-2 in order to be prepared for success on the CAASPP in third grade.

*Online Learning Implications

During online learning, the STAR reading test can continue to be administered through the virtual platform. Sandburg teachers are using the comprehensive Benchmark ELA and ELD curriculum to support all learners in literacy instruction. Sandburg teachers are also continue to monitor student growth with the DRA and Lexile Levels, adjust their instruction to meet the needs of students and meet with individual and small groups of students to provide differentiated support.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Meet or exceed ELA standards on CAASPP	33%	67%	CAASPP ELA	annually
June 2021	3rd	Students with Disabilities	Meet or exceed ELA standards on CAASPP	33%	67%	CAASPP ELA	annually

Promotion Support

*Students to be served by this Strategy/Activity

Unduplicated students/all students

*Strategy/Activity - Description

We will identify all Students with Disabilities and English Learners by name and label their areas of weakness. This will allow classroom teachers, Resource Specialists, and English Language support teachers to work on targeted skills during push-in or small group instruction to move lower performing students into the meets and exceeds band of learners as measured by CAASPP.

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes, small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers

alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade level achievement.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02195I	PD and PLC provided by VT Release
	Classroom PARAS Hrly	0219-09800-00-2151-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities | Ref Id : N02198R	Additional funding for students who need intervention support

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 school leader leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The school leader collaborates with and motivates staff and the community through providing support, sharing leadership, paying attention to the work and magnifying new learning. The school leader monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is essential, and collectively acts to propel it through seeking out new learning.

The school leader will work collaboratively with staff to hold regular data monitoring meetings with a focus on ELs and SWDs by visiting teacher's classrooms to learn about their students with the ability to converse with the student(s) we are discussing.

Site-Based Professional Development:

- The school leader and ILT will plan, lead and participate in professional development that aligns with school goals including our new comprehensive ELA/ELD program (Benchmark), supports for lower performing subgroups and best practices in online learning.
- *Monthly operational staff meetings* will focus on creating a safe, inclusive and collaborative school environment for all students, families, staff. Topics: PBIS implementation, school safety plan, analyzing student survey data, SS/RTI process and the safe reopening of school.
- *Professional Learning Community* opportunities will occur at least twice a year and will focus on creating a community of good readers through the implementation of the strategic planning, guided reading and small group instruction that focuses on closing achievement gaps.
- The school leader will support and participate in coaching cycles hosted by the Office of Language Acquisition focused on working collaboratively to support English Learners with dELD.
- The school leader will ensure communication and information is accessible to all Sandburg families and events are planned in a way that is most inclusive of families.
- The school leader will ensure we are supporting our black youth by establishing a site equity team and providing clear examples and expectations around culturally responsive teaching.

Online Learning:

- The school leader will provide staff professional development on best practices in online learning and the importance of building relationships with students and families during this time of so much unknown. The school leader will ensure all staff is aware of new attendance expectations that allow for student and family flexibility in regards to accessing live instruction and submitting student work to address the individual circumstances of each family.
- The school leader will show the way by modeling the importance of relationship building and understanding each staff members unique needs and situations during online learning. The school leader will also work alongside staff to support struggling families and provide them the support and resources they need to access and participate in 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

Sandburg Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 42,363.76

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

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

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$42,363.76
[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): $ 42,363.76

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $42,363.76

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Sandburg Elementary	**09800 LCFF Intervention Support**	ESL Asst	**2101**	Classroom PARAS	0.6000	$ 18,162.00
		ESL Asst	**3000**			$ 17,185.69
			1192	Prof&Curriclm Dev Vist Tchr		$ 5,203.00
			2151	Classroom PARAS Hrly		$ 492.00
			3000			$ 1,321.07
	09800 LCFF Intervention Support Total				**0.6000**	**$ 42,363.76**
Grand Total					**0.6000**	**$ 42,363.76**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Sandburg Elementary
PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Sandburg Elementary has developed a written parent and family engagement policy with input from parents. The Sandburg Elementary School Site Council and Site Governance Team provided input on the Parent and Family Engagement Policy.

It has distributed the policy to all parents and guardians through our School Messenger System and will be posted on the Sandburg Elementary School website.

This policy describes the means for carrying out 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])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

Sandburg Foundation meetings, Chats with the principal, School Site Council meetings and Site Governance Team meetings function as the annual meetings to inform parents about their rights to be involved in the school program.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

The meetings mentioned above are held at multiple times throughout the day and week and provide opportunities for parent and community input. Foundation meetings are held in the evenings, SGT and SSC meetings are held in the afternoons and Principal Chats are held throughout the day to provide these flexible opportunities.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

Invitations and agendas for these meetings are distributed in advance of the meetings to provide parents ample opportunity to attend. Input for adjustments to the school's policies and programs occur during the above mentioned meetings.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

The Home School Compact is distributed at the beginning of each school year and regular communication occurs through the Sunday Messages sent through School Messenger.

The school provides parents 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. How does the school provide the information?

This information is provided to parents during each classroom's Back to School Night and through principal presentations during the regular Chats with the Principal.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parents can participate in decisions relating to the education of their children by attending one of the regular meetings mentioned above, through participation in parent-teacher conferences and through regular communication with the classroom teacher and other school personnel.

The school engages 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children during our yearly Back to School Night, in the Parent School Compact and through regular communication between school staff and students/families.

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

Information is presented in the Parent School Compact, at back to school night, through parent-teacher conferences and during supplies/materials distribution, as needed.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

The school staff receives regular input and concerns from our parent advisory groups (Sandburg Foundation, SGT and SSC). The staff discusses and acts upon the input and concerns during our monthly ILT meetings and staff meetings.

The school coordinates and integrates the 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.

School staff is in regular communication with parents through Back to School Night, parent-teacher conferences, open house, Chats with the principal and jointly planned events with our Sandburg Foundation. Through these events we are able to provide parents with the resources and support they need to fully participate in their child's education.

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Information is distributed through regular emails between school staff and parents and through the Sunday messages using School Messenger.

The school provides support for parental involvement activities requested by parents.

Sandburg has many opportunities for parents to participate. We encourage volunteers in the classrooms and on campus when it is safe to do so. Our volunteer coordinator keeps track of the paperwork and service time. Through partnership with our Sandburg Foundation, there are many other opportunities for involvements with community events, Dad's Club and many other activities.

The school provides opportunities for the participation of all 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.

This policy was adopted by Sandburg Elementary on September, 23, 2020 and will be in effect for the period of October 2020-September 2021.

The school will distribute the policy to all parents of students on, or before: October 15, 2020.

Lindsay Burningham
Principal Sandburg Elementary

APPENDIX C

SCHOOL PARENT COMPACT

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

SANDBURG ELEMENTARY

SCHOOL PARENT COMPACT

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

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

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

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

Provide parents reasonable access to staff.

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

How does the school address this?

Yearly, during our Back to School Night and Chats with the principal, the Sandburg staff review our curricular resources and the California Common Core Standards with parents and families. Parent-teacher conferences are held in the fall for all Sandburg students, with follow-up conferences for struggling students in the spring. Sandburg school staff are available to parents and families via e-mail and phone call. Multiple volunteer opportunities are provided throughout the year to all parents and family members to participate in their child's class and observe classroom activities. Our teachers and school staff value the role parent volunteers play, from preparing classroom materials, to working with individual and small groups of students. Parents may also contact the classroom teacher to set up a classroom observation. All volunteers do have to go through the district volunteer process.

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

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

Yearly, during our Back to School Night and Chats with the principal, the Sandburg staff review our curricular resources and the California Common Core Standards with parents and families. Parent-teacher conferences are held in the fall for all Sandburg students, with follow-up conferences for struggling students in the spring.

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

Training and materials are provided to parents and families through multiple avenues, which include Chats with the principal, parent and family events in partnership with the Sandburg Foundation and school site supplies/materials distribution.

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

The school staff receives regular input and concerns from our parent advisory groups (Sandburg Foundation, SGT and SSC). The staff discusses and acts upon the input and concerns during our monthly ILT meetings and staff meetings..

The school coordinates and integrates 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 in which ways?

School staff is in regular communication with parents through Back to School Night, parent-teacher conferences, open house, Chats with the principal and jointly planned events with our Sandburg Foundation. Through these events we are able to provide parents with the resources and support they need to fully participate in their child's education.

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

Information is distributed through regular emails between school staff and parents and through the Sunday messages using School Messenger.

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

Sandburg has many opportunities for parents to participate. We encourage volunteers in the classrooms and on campus when it is safe to do so. Our volunteer coordinator keeps track of the paperwork and service time. Through partnership with our Sandburg Foundation, there are many other opportunities for involvements with community events, Dad's Club and many other activities.

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

Our messages sent out through School Messenger are translated for families into their home language. Chats with the principal are occasionally topic specific and families representing the subgroups listed above are invited to participate in the topic specific discussions. All families are also encouraged to participate in our Site Governance Team, School Site Council and Sandburg Foundation. Sandburg uses district interpretation services, when needed.

This Compact was adopted by the Sandburg Elementary School Site Council on September 22, 2020, and will be in effect for the period of October 2020-September 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 15, 2020.

Lindsay Burningham
Principal Sandburg Elementary

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.

Sandburg Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Green

Mathematics

Blue

School Details

NAME
Sandburg Elementary

ADDRESS
11230 Avenida del Gato
San Diego, CA 92126-1235

WEBSITE
http://www.sandi.net/sa...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

Enrollment

536

Socioeconomically Disadvantaged

38.1%

English Learners

23.5%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Green

50.8 points above standard

Declined 8.3 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

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

Mathematics

LEARN MORE

Blue

58.6 points above standard

Maintained 0 Points

EQUITY REPORT
Number of Student Groups in Each Color

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

English Learner Progress

LEARN MORE

61.2% making progress towards English language proficiency

Number of EL Students: 67

Progress Levels

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

SANDBURG ELEMENTARY

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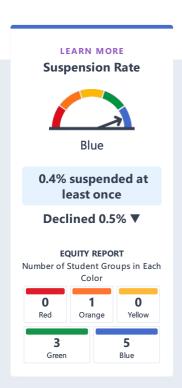
See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

LEARN MORE

Orange

6% chronically absent

Increased 0.5% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**6** Orange	**0** Yellow
2 Green	**1** Blue	

Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0.4% suspended at least once

Declined 0.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	1	0
Red	Orange	Yellow

3	5
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Green

50.8 points above standard
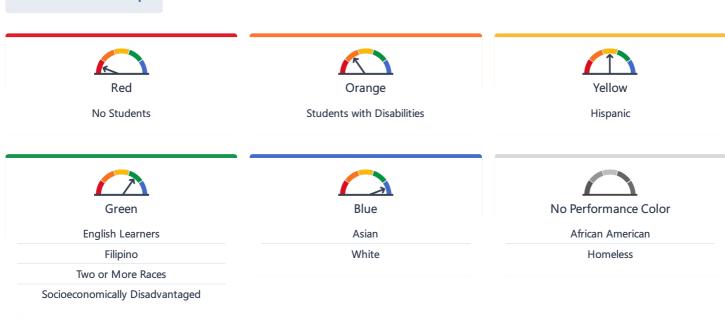
Declined 8.3 Points ▼

Number of Students: 257

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red	Orange	Yellow
No Students	Students with Disabilities	Hispanic

Green	Blue	No Performance Color
English Learners	Asian	African American
Filipino	White	Homeless
Two or More Races		
Socioeconomically Disadvantaged		

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

21.2 points above standard

Declined 20.3 Points ▼

Number of Students: 32

Students with Disabilities

Orange

36.7 points below standard

Declined 7.7 Points ▼

Number of Students: 39

Hispanic

Yellow

7.5 points above standard

Maintained 0.1 Points

Number of Students: 38

English Learners

Green

33.8 points above standard

Declined 9 Points ▼

Number of Students: 76

Filipino

Green

41.8 points above standard

Declined 22.8 Points ▼

Number of Students: 49

Two or More Races

Green

49.5 points above standard

Declined 18.8 Points ▼

Number of Students: 46

Socioeconomically Disadvantaged

Green

15.5 points above standard

Declined 17.8 Points ▼

Number of Students: 96

Asian

Blue

70.9 points above standard

Maintained -1.5 Points

Number of Students: 71

White

Blue

71.5 points above standard

Increased 5.8 Points ▲

Number of Students: 51

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	34.4 points above standard	59.1 points above standard	50.8 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
47 points below standard	78.2 points above standard	53.6 points above standard
Declined 23.5 Points ▼	Increased 8.7 Points ▲	Declined 7 Points ▼
Number of Students: 27	Number of Students: 49	Number of Students: 162

Mathematics

All Students

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

All Students

Blue

58.6 points above standard

Maintained 0 Points

Number of Students: 257

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Yellow

No Students

Green

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Blue

Asian

English Learners

White

No Performance Color

African American

Homeless

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

31.7 points above standard

Declined 13.9 Points ▼

Number of Students: 32

Students with Disabilities

Orange

27 points below standard

Maintained -1.4 Points

Number of Students: 39

Filipino

Green

40.8 points above standard

Declined 14.2 Points ▼

Number of Students: 49

Hispanic

Green

27.7 points above standard

Maintained 2.8 Points

Number of Students: 38

Two or More Races

Green

54.9 points above standard

Declined 15.2 Points ▼

Number of Students: 46

Socioeconomically Disadvantaged

Green

21.9 points above standard

Declined 9.3 Points ▼

Number of Students: 96

Asian

Blue

79.3 points above standard

Increased 7.6 Points ▲

Number of Students: 71

English Learners

Blue

41.4 points above standard

Maintained 2.8 Points

Number of Students: 76

White

Blue

75.5 points above standard

Increased 17.2 Points ▲

Number of Students: 51

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**
25.1 points below standard	78 points above standard	60.4 points above standard
Maintained 0.7 Points	Increased 13.3 Points ▲	Declined 3.2 Points ▼
Number of Students: 27	Number of Students: 49	Number of Students: 162

English Learner Progress Indicator

All English Learner Students

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

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

ELPAC Levels

ELPI Levels

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

English Learner Progress

61.2% making progress towards English language proficiency

Number of EL Students: 67

Performance Level

High
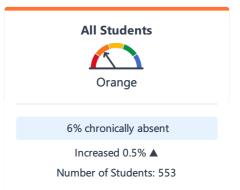
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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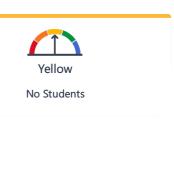
All Students

Orange

6% chronically absent

Increased 0.5% ▲

Number of Students: 553

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Filipino

Hispanic

Homeless

Socioeconomically Disadvantaged

Two or More Races

Yellow

No Students

Green

English Learners

White

Blue

Asian

No Performance Color

American Indian

African American

Foster Youth

Pacific Islander

○ ● ○ ○ ○
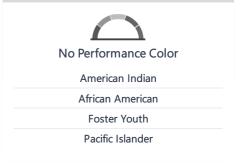
American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities

Orange

16% chronically absent

Increased 5.8% ▲

Number of Students: 81

Filipino

Orange

8.9% chronically absent

Increased 2.8% ▲

Number of Students: 90

Hispanic

Orange

9.6% chronically absent

Increased 3% ▲

Number of Students: 94

Homeless

Orange

10% chronically absent

Increased 1.7% ▲

Number of Students: 80

Socioeconomically Disadvantaged

Orange

11.4% chronically absent

Increased 2.6% ▲

Number of Students: 220

Two or More Races

Orange

10% chronically absent

Increased 5.4% ▲

Number of Students: 90

English Learners

Green

3.1% chronically absent

Declined 3.5% ▼

Number of Students: 130

White

Green

4.6% chronically absent

Declined 2.6% ▼

Number of Students: 108

Asian

Blue

1.2% chronically absent

Declined 2.9% ▼

Number of Students: 168

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students
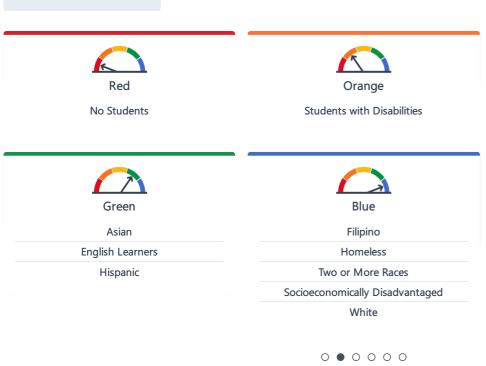
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.
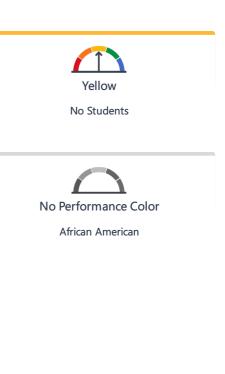
All Students

Blue

0.4% suspended at least once

Declined 0.5% ▼

Number of Students: 561

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Yellow

No Students

Green

Asian

English Learners

Hispanic

Blue

Filipino

Homeless

Two or More Races

Socioeconomically Disadvantaged

White

No Performance Color

African American

○ ● ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities

Orange

2.5% suspended at least once

Increased 1.3% ▲

Number of Students: 81

Asian

Green

0.6% suspended at least once

Maintained 0%

Number of Students: 170

English Learners

Green

0.8% suspended at least once

Maintained 0.1%

Number of Students: 130

Hispanic

Green

1% suspended at least once

Declined 1.1% ▼

Number of Students: 96

Filipino

Blue

0% suspended at least once

Maintained 0%

Number of Students: 90

Homeless

Blue

0% suspended at least once

Declined 2.4% ▼

Number of Students: 85

Two or More Races

Blue

0% suspended at least once

Declined 1.8% ▼

Number of Students: 93

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 1.2% ▼

Number of Students: 226

White

Blue

0% suspended at least once

Maintained 0%

Number of Students: 108

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sandburg
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	369	63.7	339	73.7	323	68.1	285	76.5	255	75.3	11.6	-1.2	368	64.7	340	78.2	324	75.0	287	77.0	255	81.6	16.9	4.6
Female	187	70.6	170	74.1	156	71.8	129	79.8	115	78.3	7.7	-1.5	187	64.7	171	77.2	157	70.1	129	72.9	115	82.6	17.9	9.7
Male	182	56.6	169	73.4	167	64.7	156	73.7	140	72.9	16.3	-0.8	181	64.6	169	79.3	167	79.6	158	80.4	140	80.7	16.1	0.3
African American	7	-	6	31.3	5	-	4	-	2	-	-	-	7	-	6	-	5	-	4	-	2	-	-	-
Asian**	13	53.8	13	76.9	12	58.3	11	90.9	71	84.5	-	-	13	76.9	13	84.6	12	75.0	12	100.0	71	90.1	-	-
Filipino	48	66.7	48	72.9	41	73.2	44	77.3	48	70.8	4.1	-6.5	48	56.3	49	87.8	42	78.6	44	75.0	48	77.1	20.8	2.1
Hispanic	58	48.3	42	66.7	42	57.1	42	52.4	38	55.3	7.0	2.9	58	53.4	42	71.4	42	64.3	42	59.5	38	68.4	15.0	8.9
Indochinese**	80	67.5	79	69.6	79	68.4	53	83.0	-	-	-	-	80	67.5	79	69.6	79	78.5	54	85.2	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	4	-	3	47.6	1	-	1	-	0	-	-	-	4	-	3	-	1	-	1	-	0	-	-	-
White	93	74.2	82	81.7	74	68.9	64	89.1	50	88.0	13.8	-1.1	92	68.5	82	82.9	74	74.3	64	84.4	50	90.0	21.5	5.6
Multiracial	65	60.0	66	77.3	69	72.5	66	75.8	46	71.7	11.7	-4.1	65	73.8	66	81.8	69	75.4	66	74.2	46	76.1	2.3	1.9
English Learner	89	46.1	62	43.5	29	20.7	29	34.5	27	33.3	-12.8	-1.2	89	47.2	63	55.6	30	36.7	31	41.9	27	48.1	0.9	6.2
English-Speaking	280	69.3	277	80.5	294	72.8	256	81.3	228	80.3	11.0	-1.0	279	70.3	277	83.4	294	78.9	256	81.3	228	85.5	15.2	4.2
Reclassified†	36	91.7	54	85.2	76	73.7	57	89.5	49	87.8	-3.9	-1.7	36	88.9	54	85.2	76	76.3	57	82.5	49	93.9	5.0	11.4
Initially Eng. Speaking	244	66.0	223	79.4	218	72.5	199	78.9	179	78.2	12.2	-0.7	243	67.5	223	83.0	218	79.8	199	80.9	179	83.2	15.7	2.3
Econ. Disadv.*	124	48.4	128	68.0	135	62.2	105	65.7	95	62.1	13.7	-3.6	124	44.4	128	69.5	136	67.6	105	67.6	95	68.4	24.0	0.8
Non-Econ. Disadv.	245	71.4	211	77.3	188	72.3	180	82.8	160	83.1	11.7	0.3	244	75.0	212	83.5	188	80.3	182	82.4	160	89.4	14.4	7.0
Gifted	145	76.6	137	88.3	130	80.8	92	85.9	81	88.9	12.3	3.0	145	82.1	137	91.2	131	90.8	92	90.2	81	97.5	15.4	7.3
Not Gifted	224	55.4	202	63.9	193	59.6	193	72.0	174	69.0	13.6	-3.0	223	53.4	203	69.5	193	64.2	195	70.8	174	74.1	20.7	3.3
With Disabilities	41	14.6	31	32.3	32	18.8	33	36.4	35	34.3	19.7	-2.1	40	22.5	31	32.3	32	34.4	33	39.4	35	42.9	20.4	3.5
WO Disabilities	328	69.8	308	77.9	291	73.5	252	81.7	220	81.8	12.0	0.1	328	69.8	309	82.8	292	79.5	254	81.9	220	87.7	17.9	5.8
Homeless	16	43.8	21	66.7	22	72.7	25	68.0	32	59.4	15.6	-8.6	16	50.0	21	76.2	23	82.6	25	76.0	32	78.1	28.1	2.1
Foster	0	-	1	50.0	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Military	20	55.0	14	64.3	13	84.6	12	58.3	16	75.0	20.0	16.7	20	65.0	14	71.4	13	84.6	12	75.0	16	87.5	22.5	12.5

* 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
Sandburg
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	137	70.1	113	74.3	87	64.4	85	78.8	89	71.9	1.8	-6.9	137	73.7	113	83.2	87	78.2	86	89.5	89	83.1	9.4	-6.4
Female	77	80.5	53	75.5	36	72.2	38	89.5	46	73.9	-6.6	-15.6	77	75.3	53	77.4	36	72.2	38	89.5	46	82.6	7.3	-6.9
Male	60	56.7	60	73.3	51	58.8	47	70.2	43	69.8	13.1	-0.4	60	71.7	60	88.3	51	82.4	48	89.6	43	83.7	12.0	-5.9
African American	3	-	0	31.3	3	-	0	-	0	-	-	-	3	-	0	-	3	-	0	-	0	-	-	-
Asian**	4	-	3	76.9	4	-	6	-	23	82.6	-	-	4	-	3	-	4	-	7	-	23	87.0	-	-
Filipino	14	78.6	18	61.1	9	-	17	64.7	14	71.4	-7.2	6.7	14	71.4	18	88.9	9	-	17	76.5	14	85.7	14.3	9.2
Hispanic	17	64.7	13	69.2	15	40.0	10	50.0	13	53.8	-10.9	3.8	17	76.5	13	69.2	15	60.0	10	70.0	13	69.2	-7.3	-0.8
Indochinese**	37	67.6	20	65.0	21	71.4	17	88.2	-	-	-	-	37	73.0	20	85.0	21	95.2	17	100.0	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	47.6	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
White	36	75.0	29	89.7	14	50.0	20	95.0	20	80.0	5.0	-15.0	36	72.2	29	82.8	14	78.6	20	100.0	20	95.0	22.8	-5.0
Multiracial	24	70.8	28	75.0	21	71.4	15	80.0	19	63.2	-7.6	-16.8	24	83.3	28	85.7	21	66.7	15	86.7	19	73.7	-9.6	-13.0
English Learner	40	62.5	31	51.6	15	13.3	8	-	11	54.5	-8.0	-	40	70.0	31	80.6	15	40.0	9	-	11	63.6	-6.4	-
English-Speaking	97	73.2	82	82.9	72	75.0	77	81.8	78	74.4	1.2	-7.4	97	75.3	82	84.1	72	86.1	77	92.2	78	85.9	10.6	-6.3
Reclassified†	4	-	0	85.2	14	92.9	14	92.9	16	81.3	-	-11.6	4	-	0	-	14	100.0	14	100.0	16	100.0	-	0.0
Initially Eng. Speaking	93	72.0	82	82.9	58	70.7	63	79.4	62	72.6	0.6	-6.8	93	74.2	82	84.1	58	82.8	63	90.5	62	82.3	8.1	-8.2
Econ. Disadv.*	47	59.6	45	71.1	35	57.1	22	63.6	34	55.9	-3.7	-7.7	47	61.7	45	80.0	35	68.6	22	86.4	34	73.5	11.8	-12.9
Non-Econ. Disadv.	90	75.6	68	76.5	52	69.2	63	84.1	55	81.8	6.2	-2.3	90	80.0	68	85.3	52	84.6	64	90.6	55	89.1	9.1	-1.5
Gifted	46	78.3	39	87.2	36	77.8	23	87.0	25	88.0	9.7	1.0	46	84.8	39	92.3	36	94.4	23	100.0	25	100.0	15.2	0.0
Not Gifted	91	65.9	74	67.6	51	54.9	62	75.8	64	65.6	-0.3	-10.2	91	68.1	74	78.4	51	66.7	63	85.7	64	76.6	8.5	-9.1
With Disabilities	11	9.1	11	45.5	9	-	9	-	12	25.0	15.9	-	11	18.2	11	27.3	9	-	9	-	12	50.0	31.8	-
WO Disabilities	126	75.4	102	77.5	78	70.5	76	82.9	77	79.2	3.8	-3.7	126	78.6	102	89.2	78	84.6	77	93.5	77	88.3	9.7	-5.2
Homeless	5	-	9	66.7	5	-	11	63.6	14	57.1	-	-6.5	5	-	9	-	5	-	11	72.7	14	85.7	-	13.0
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	10	70.0	5	64.3	5	-	6	-	5	-	-	-	10	90.0	5	-	5	-	6	-	5	-	-	-

* 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
Sandburg
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	114	56.1	124	75.0	114	64.0	88	75.0	81	80.2	24.1	5.2	114	58.8	124	80.6	115	67.0	89	75.3	81	81.5	22.7	6.2
Female	55	56.4	67	74.6	55	60.0	38	71.1	35	80.0	23.6	8.9	55	52.7	67	82.1	56	60.7	38	68.4	35	85.7	33.0	17.3
Male	59	55.9	57	75.4	59	67.8	50	78.0	46	80.4	24.5	2.4	59	64.4	57	78.9	59	72.9	51	80.4	46	78.3	13.9	-2.1
African American	3	-	2	31.3	0	-	2	-	0	-	-	-	3	-	2	-	0	-	2	-	0	-	-	-
Asian**	6	-	4	76.9	4	-	3	-	22	90.9	-	-	6	-	4	-	4	-	3	-	22	95.5	-	-
Filipino	17	76.5	13	76.9	18	61.1	9	-	20	75.0	-1.5	-	17	58.8	13	100.0	19	68.4	9	-	20	80.0	21.2	-
Hispanic	22	31.8	11	81.8	16	62.5	16	43.8	11	63.6	31.8	19.8	22	45.5	11	100.0	16	50.0	16	56.3	11	72.7	27.2	16.4
Indochinese**	22	59.1	38	71.1	19	63.2	18	88.9	-	-	-	-	22	50.0	38	65.8	19	68.4	19	84.2	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
White	24	66.7	35	71.4	28	71.4	15	80.0	16	100.0	33.3	20.0	24	62.5	35	77.1	28	75.0	15	80.0	16	87.5	25.0	7.5
Multiracial	19	57.9	21	85.7	28	64.3	25	80.0	12	58.3	0.4	-21.7	19	73.7	21	90.5	28	71.4	25	76.0	12	58.3	-15.4	-17.7
English Learner	35	37.1	20	55.0	11	36.4	13	38.5	7	-	-	-	35	37.1	20	45.0	12	41.7	14	35.7	7	-	-	-
English-Speaking	79	64.6	104	78.8	103	67.0	75	81.3	74	85.1	20.5	3.8	79	68.4	104	87.5	103	69.9	75	82.7	74	82.4	14.0	-0.3
Reclassified†	9	-	23	87.0	22	59.1	18	94.4	12	100.0	-	5.6	9	-	23	95.7	22	54.5	18	88.9	12	100.0	-	11.1
Initially Eng. Speaking	70	60.0	81	76.5	81	69.1	57	77.2	62	82.3	22.3	5.1	70	65.7	81	85.2	81	74.1	57	80.7	62	79.0	13.3	-1.7
Econ. Disadv.*	42	40.5	46	71.7	52	61.5	33	63.6	29	69.0	28.5	5.4	42	35.7	46	73.9	53	60.4	34	58.8	29	72.4	36.7	13.6
Non-Econ. Disadv.	72	65.3	78	76.9	62	66.1	55	81.8	52	86.5	21.2	4.7	72	72.2	78	84.6	62	72.6	55	85.5	52	86.5	14.3	1.0
Gifted	44	70.5	44	88.6	41	78.0	34	82.4	22	90.9	20.4	8.5	44	84.1	44	88.6	42	85.7	34	91.2	22	95.5	11.4	4.3
Not Gifted	70	47.1	80	67.5	73	56.2	54	70.4	59	76.3	29.2	5.9	70	42.9	80	76.3	73	56.2	55	65.5	59	76.3	33.4	10.8
With Disabilities	15	13.3	9	45.5	15	26.7	10	40.0	12	50.0	36.7	10.0	15	33.3	9	-	15	33.3	10	30.0	12	58.3	25.0	28.3
WO Disabilities	99	62.6	115	78.3	99	69.7	78	79.5	69	85.5	22.9	6.0	99	62.6	115	83.5	100	72.0	79	81.0	69	85.5	22.9	4.5
Homeless	3	-	6	66.7	11	72.7	5	-	11	54.5	-	-	3	-	6	-	12	75.0	5	-	11	81.8	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	6	64.3	4	-	3	-	7	-	-	-	3	-	6	-	4	-	3	-	7	-	-	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sandburg
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	118	63.6	102	71.6	122	74.6	112	75.9	85	74.1	10.5	-1.8	117	59.8	103	69.9	122	80.3	112	68.8	85	80.0	20.2	11.2
Female	55	70.9	50	72.0	65	81.5	53	79.2	34	82.4	11.5	3.2	55	61.8	51	70.6	65	76.9	53	64.2	34	79.4	17.6	15.2
Male	63	57.1	52	71.2	57	66.7	59	72.9	51	68.6	11.5	-4.3	62	58.1	52	69.2	57	84.2	59	72.9	51	80.4	22.3	7.5
African American	1	-	4	31.3	2	-	2	-	2	-	-	-	1	-	4	-	2	-	2	-	2	-	-	-
Asian**	3	-	6	76.9	4	-	2	-	26	80.8	-	-	3	-	6	-	4	-	2	-	26	88.5	-	-
Filipino	17	47.1	17	82.4	14	85.7	18	83.3	14	64.3	17.2	-19.0	17	41.2	18	77.8	14	92.9	18	72.2	14	64.3	23.1	-7.9
Hispanic	19	52.6	18	55.6	11	72.7	16	62.5	14	50.0	-2.6	-12.5	19	42.1	18	55.6	11	90.9	16	56.3	14	64.3	22.2	8.0
Indochinese**	21	76.2	21	71.4	39	69.2	18	72.2	-	-	-	-	21	76.2	21	61.9	39	74.4	18	72.2	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	47.6	0	-	1	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
White	33	78.8	18	88.9	32	75.0	29	89.7	14	85.7	6.9	-4.0	32	68.8	18	94.4	32	71.9	29	75.9	14	85.7	16.9	9.8
Multiracial	22	50.0	17	70.6	20	85.0	26	69.2	15	93.3	43.3	24.1	22	63.6	17	64.7	20	90.0	26	65.4	15	93.3	29.7	27.9
English Learner	14	21.4	11	0.0	3	-	8	-	9	-	-	-	14	7.1	12	8.3	3	-	8	-	9	-	-	-
English-Speaking	104	69.2	91	80.2	119	76.5	104	80.8	76	81.6	12.4	0.8	103	67.0	91	78.0	119	82.4	104	72.1	76	88.2	21.2	16.1
Reclassified†	23	87.0	31	83.9	40	75.0	25	84.0	21	85.7	-1.3	1.7	23	87.0	31	77.4	40	80.0	25	68.0	21	85.7	-1.3	17.7
Initially Eng. Speaking	81	64.2	60	78.3	79	77.2	79	79.7	55	80.0	15.8	0.3	80	61.3	60	78.3	79	83.5	79	73.4	55	89.1	27.8	15.7
Econ. Disadv.*	35	42.9	37	59.5	48	66.7	50	68.0	32	62.5	19.6	-5.5	35	31.4	37	51.4	48	75.0	49	65.3	32	59.4	28.0	-5.9
Non-Econ. Disadv.	83	72.3	65	78.5	74	79.7	62	82.3	53	81.1	8.8	-1.2	82	72.0	66	80.3	74	83.8	63	71.4	53	92.5	20.5	21.1
Gifted	55	80.0	54	88.9	53	84.9	35	88.6	34	88.2	8.2	-0.4	55	78.2	54	92.6	53	92.5	35	82.9	34	97.1	18.9	14.2
Not Gifted	63	49.2	48	52.1	69	66.7	77	70.1	51	64.7	15.5	-5.4	62	43.5	49	44.9	69	71.0	77	62.3	51	68.6	25.1	6.3
With Disabilities	15	20.0	11	18.2	8	-	14	28.6	11	27.3	7.3	-1.3	14	14.3	11	27.3	8	-	14	35.7	11	18.2	3.9	-17.5
WO Disabilities	103	69.9	91	78.0	114	78.9	98	82.7	74	81.1	11.2	-1.6	103	66.0	92	75.0	114	82.5	98	73.5	74	89.2	23.2	15.7
Homeless	8	-	6	66.7	6	-	9	-	7	-	-	-	8	-	6	-	6	-	9	-	7	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	3	64.3	4	-	3	-	4	-	-	-	7	-	3	-	4	-	3	-	4	-	-	-

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APPENDIX E

SPSA EVALUATION OF LCFF FUNDED ACTIONS AND ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 2

*Strategy/Activity - Description

The percentage of unduplicated students at Sandburg was at 47.9% for the 2018-2019 school year. Considering that this group of students makes up a relatively significant proportion of the student body at Sandburg and that these students historically are underperforming in core content areas, the site has decided to use LCFF monies to strategically support UPP through teacher professional development, classroom support and intervention support for the primary benefit of this group of students while understanding that all students at Sandburg will benefit.

Staff will work together to identify the specific academic needs of targeted students needing additional support including their strengths and areas of growth. This will allow classroom teachers, Resource Specialists, and English Language support teachers to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

Support for students at Sandburg will be provided based on running records maintained by the teachers and shared during PLC's and student monitoring with the site principal. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times. Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Education Specialists will meet monthly to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Our EL assistant will also provide language support for students during the day if their English skills are not progressing at an appropriate rate. She will also be administering the ELPAC during the fall and the spring and working with targeted students throughout the school year to help them meet their ELA, math and reclassification goals. All staff will work together to determine what supplemental instructional materials are needed to support Sandburg students in their targeted ELA learning opportunities throughout the day both in their classrooms and during targeted intervention 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.
ESL Asst	0.60000	$32,614.05	09800-2101	Individual supports English Learners and Students with Disabilities during the school day on targeted supports based on gap analysis.	Supporting 22 children per week using Benchmark resources. Conducts and monitors ELLA testing for 88 students.	Our budget doesn't support this need. May need to eliminate this cost in 2021-2022.	DRA results and reclassification percentage.
Prof&Curriclm Dev Vist Tchr		$11,994.58	09800-1192	Teachers will be provided with two Professional Learning Community days to identify students who are below grade level in ELA. Interventions for Students with Disabilities and English Learners will be provided with regular opportunities to meet with teachers during the day to close achievement gaps.	Teachers have increased their conversations around data, small group instruction, and closing gaps for identified learners. In addition, teachers are using their PLC time to look through common curriculum and discuss best practices. - Benchmark ELD	- Continue to be challenged with meeting the needs of SWD and EL's. - Don't have enough money to have more than 2 meetings per year. - Vertical articulation is not possible at this time.	- Continue to refine PLC processes to ensure common assessments are used to discuss instruction and student need. - How are teachers using Scholastic News and Benchmark to close achievement gaps and teach grade level stands, including

Supplies	$3,825.00	09800-4301	Supplies will be used to support students with identified programs, small group instruction tools, and additional resources when needed.	Scholastic News was purchased for all students to increase reading rigor, teach students how to annotate, refer to text, and differentiate instruction. Lexile levels are increasing for students based on 2019 and 2020 school year. This includes our English Learners and SWD's.	Alternate resources and supplies are necessary.	speaking and listening? Determine if Scholastic News is still needed after implementation of new curriculum.

Note/Reminders (optional):

Goal 3 - Mathematics

Grade Level PLCs

*Strategy/Activity - Description

With an unduplicated pupil percentage of 47.9%, the staff at Sandburg knows that almost half of the students they serve need additional supports to achieve succuess in core content areas. Because of this, the site has chosen to use LCFF monies to support continuted professional development throughoutn the year for all teachers. While this strategy is for the primary benefit of our unduplicate students, all students at Sandburg will benefit from teachers participation in these days of collaborative work. During grade level PLC time, teachers will work together to identify students with learning gaps in math, as measured by benchmark assessments and the CAASPP, and develop comprehensive plans to meet individual student needs. This will include monitoring growth through small group instruction, working on math fluency, and math facts. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in math that present challenges. Data that is determined by the PLC will be used to increase overall grade-level achievement.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers have the opportunity to meet in PLC's to ensure gaps is math are identified and targeted. - Full Day PLC's occur twice a year for grade level teachers.	Teachers have increased their conversations around data, small group instruction, and closing gaps for identified learners. - Understanding on common errors among students and teachers are	Continue to be challenged with meeting the needs of SWD and EL's. - Teachers use a non district provided resource for math. They therefore are unable to communicate	Continue to refine PLC processes to ensure common assessments are used to discuss instruction and student need. Other topics include: - Pacing - Common errors

also being discussed and changes in instruction are occurring.	with best practices with any teachers in Mira Mesa besides Ericson.	- Incorporating 3-reads

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

As a site, we feel that students who are performing below grade level or who are new to the country must be provided with regular and consistent designated and integrated English Language instruction. We wanted to use our LCFF money strategically to support the EL students that are served by Sandburg. During Professional Learning Community planning, teachers will identify English Learners who are performing below standard. Teachers will develop classroom and intervention supports for ELs inkey areas of instruction, including small groups, vocabulary development, and language frames will be created for student access. In addition, language proficiency will be monitored and discussed with the ELAssistant who pulls small groups during the day.

*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.
ESL Asst	--	--	09800-2101	The ESL assistant will support teachers in identifying language level of all English Learners, provide in-class supports, and small group instruction for lowest performing students.	Supporting 22 children per week using Benchmark resources to close language gaps.	Our budget doesn't support this need. May need to eliminate this cost in 2021-2022.	DRA results and reclassification percentage.

| Prof&Curriclm Dev Vist Tchr | -- | -- | 09800-1192 | ESL Asst also tests and coordinates ELLA assessment for approx. 88 students per year. Teachers will work in Professional Learning Communities to identify targeted areas of need for English Learners and collaborate with ESL aide to support lowest performing students or those students who are new the country.

Teachers also need time to learn Benchmark curriculum and identify how to support English Learners and all students using the curriculum. | Continue to be challenged with meeting the needs of SWD and EL's. | Continue to be challenged with meeting the needs of SWD and EL's. | Continue to refine PLC processes to ensure common assessments are used to discuss instruction and student need. |

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

We will identify all Students with Disabilities and English Learners by name and label their areas of weakness. This will allow classroom teachers, Resource Specialists, and English Language support teachers to work on targeted skills during push-in or small group instruction to move lower performing students into the meets and exceeds band of learners as measured by CAASPP.

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes, small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade level achievement.

*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.
ESL Asst	--	--	09800-2101	English Learners will receive regular small group instruction to meet their various needs. Support will occur on a weekly basis. Students who have little language knowledge need additional small	Supporting 22 children per week using Benchmark resources. Students are transferring skills that are worked on with ESL Assistant into the classroom.	Budget doesn't support continuing this program.	Non at this time.