THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT SESSIONS ELEMENTARY SCHOOL

2020-21

37-68338-6040141
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: Makings, Tracey
Contact Person: Makings, Tracey
Position: Principal
Telephone Number: (858) 800-5300;
Address: 2150 Beryl St, Sessions Elementary, San Diego, CA, 92109-3617,
E-mail Address: tmakings@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified SCHOOL DISTRICT

Attachment 3 – R/A
Modification of SPSA 2020-21

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Sessions Elementary School

SITE CONTACT PERSON: Tracey Makings

DUE: October 5, 2020

PHONE: (858) 273-3111 **FAX:** (858) 272-0260 **E-MAIL ADDRESS:** tmakings@sandi.net

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

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

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

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

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

☒ English Learner Advisory Committee (ELAC)	Date of presentation: 10/2/2020
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☒ Site Governance Team (SGT)	Date of presentation: 9/30/2020
☐ Other (list): _____	Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/01/2020

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.

Tracey Makings Type/Print Name of School Principal	Tracey Makings 10/5/2020 Signature of School Principal / Date
Dimitrios Zisoulis Type/Print Name of SSC Chairperson	/Dimitrios Zisoulis/ 10/5/2020 Signature of SSC Chairperson / Date
Wendy Agostini Type/Print Name of ELAC Chairperson	/Wendy Agostini/ 10/5/2020 Signature of ELAC Chairperson / Date
Christina Casillas Type/Print Name of Area Superintendent	Christina Casillas 10/08/20 Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2020-21 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

The learning community at Kate Sessions Elementary strives for excellence in meeting the needs of each student. At Sessions Elementary school, programs are strategically designed to provide students high quality differentiated opportunities. To provide strong academic programs, the staff at Sessions work collaboratively to provide instruction for students that develop appropriate social, critical thinking, and problem-solving skills to promote international minded students who have the desire and ability to affect the world in positive ways. At Sessions, we ensure that all students have access to high quality instruction at their individual level as well as the social, emotional and physical supports required to progress. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

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)

It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, PTO, and staff meetings held throughout the year.
- January 15, 2020 - SSC / SGT met to analyze data and provided budget recommendations.
- January 29, 2020 - SSC / SGT reviewed and approved the 19-20 budget.
- October 1, 2020 - SSC/SGT Initial Meeting Election Results.
- October 1, 2020 - SSC/SGT developed and approved 2020-2021 SPSA

RESOURCE INEQUITIES

Materials:

As a school staff Sessions has developed an instructional pedagogy that encompasses the many programs and resources that we utilize in an attempt to close the achievement gap with our subgroups and maintain the progress that we have made in our overall achievement data. Through this work one area that we rely on is appropriate instructional materials to help us achieve our goals. While we still have some professional learning to do around

implementation of all of our materials we are focused on providing a GVC – Guaranteed Viable Curriculum to all of our students. Currently we have curriculum for Math – Envision/Saavas – that serves to target Tier 1 instruction and instructional strategies. For additional support with Tier 2 and Tier 3 interventions we use ST Math for support at a students specified level, in addition teachers are conducting small group instruction targeting instructional supports that are needed to bridge the gap. For our English Language Arts curriculum, we utilize – Benchmark –, which has an ELD curriculum component to support our English Language Learners. For additional ELA supports we use – Lexia, RazKids, ESGI and units in Seesaw to identify, assess and target specific learning gaps. Through each of our material resources, each grade level has developed 2 professional goals around how they are going to implement and monitor specific progress towards grade level standards.

Professional Learning/Teacher Collaboration:

The Sessions ILT is currently in the process of reviewing how we utilize the instructional materials and programs we have identified and in which ways we are capturing the data and using the results to drive our instructional decisions. This is the case in particular for our EL students, our teachers are new to Benchmark and have completed the initial trainings but need to spend more time collaborating how they are going to use their designated ELD time to support the identified student's educational needs to ensure they are making satisfactory grade level progress.

In the 2018/2019 school year, the Sessions teachers utilized common planning time using a PE, Art, Library, Spanish wheel. Due to the constraints of online learning, we were not able to plan the same use of time. The staff is utilizing once monthly PLC/Grade Level Planning time to support their work on targeting and supporting at risk students who need additional support. In addition, they are using this time to identify 2 instructional goals that they will implement and progress monitor throughout the year. Each PLC has identified 5 students to track (3 gen ed students, 1 EL student and 1 SPED student) their academic progress. Our focus will be to create differentiating learning opportunities to strengthen tier two and tier three instruction throughout the school year for all staff.

In addition, Sessions teachers have a once monthly Professional Learning where they are engaged in data analysis, planning for instruction, and connecting over our current school instructional learning plan. As some of our meetings time overlaps, one of the needs for our staff is to have additional professional learning release time where they can meet, plan, implement and monitor their goals. Staff, parents and other stakeholder groups understand the need for more time for professional development.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lisa McDonald	Teacher
Tracey Makings	Principal
Darcy Finegan	Teacher
Jose Santana	Parent
Sarah Fallin	Teacher
Melissa Zamora	other site based representative
Tara Ryan	Parent
John Collins	Parent
Jandy Smith	Parent
Dimitrios Zisoulis	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Chronic absenteeism is an issue that can have widespread lasting consequences. At Sessions, we have taken multiple steps to reduce the number of students who are absent each day.
Steps Taken:
- Daily attendance calls
- Teacher initiated calls after 2nd absence
- SGT meetings subcommittee - Site Attendance Committee, meets to review strategies, analyze student attendance data
- Referral to school counselors
- If the military make a referral to our military counselor
- School clerk calls to check in with family regarding absence reason
- Principal monthly meetings - research shared about the importance of attendance

According to our Dashboard and as a result of our work we declined in all subgroups except one:
The overall rate of chronic absenteeism at Sessions declined by 1.8 % from 9.3% to 7.5%.
The rate of chronic absenteeism for students with disabilities declined by 7.1% from 19.6% to 12.5%
The rate of chronic absenteeism for students learning English declined by 2.1% from 9.2% to 7.1%
The rate of chronic absenteeism for Hispanic students **increased** by 1.4% from 10.7% to 12.1%
The rate of chronic absenteeism for white students declined by 2.4% from 9.2% to 6.8%
The rate of chronic absenteeism for socioeconomically disadvantaged declined by 4.1% from 16.1% to 12.0%.

***Major Differences**

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

COVID-19 halted our attendance data collection when school closed March 13th, 2020. Any further data collection was based on a change of criteria deeming a student late or absent potentially affecting the final data.

***Changes**

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

As a result of an increase Hispanic students being chronically absent, we are going to review the data with our ELAC and SGT and determine what the next steps we should take. We will include the teacher, counselor, military counselor and office staff in designing our next steps.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decreased Absenteeism	9.2	7.0	Attendance	Trimester
June 2021	TK-5	Decreased Suspension Rate	0.3	0.0	Suspension	Trimester

***Identified Need**

On the California Dashboard (2018), Sessions has no red categories but is yellow in the following indicator: Chronic Absenteeism. The overall school chronic absenteeism rate is 7.5%.

Chronic Absenteeism Rates (subgroups):

English Learners= 7.1%
Hispanic students= 12.1%
Students with disabilities= 12.5%
Socioeconomically Disadvantaged= 12%

According to the California Dashboard (2018), Session's suspension rate is at 0.2% and has decreased 2.3% over two years.

The 2019 California School Parent Survey (CSPS), was not given due to Covid19. Most recent data is from the 2018-2019 school year, where the average parent involvement rate is at 89% (with the response of “strongly agree” in each of the indicators (see below). 164 parents completed the survey in a student population of 495 students (as of July 19, 2019).

Parent Involvement (indicators) from the 2019 CSPS Report:

-School allows input and welcomes parents’ contributions= 95%
-School encourages me to be an active partner with the school in educating my child= 95%
-School actively seeks the input of parents before making important decisions= 71%

-Parents feel welcome to participate at this school= 95%

***Online Learning Implications**

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

Attendance/Chronic Absenteeism related

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease absenteeism	19.6	10	Chronic Absenteeism	Annual
June 2021	TK-5	English Learner	Decrease absenteeism	9.3	5	Chronic Absenteeism	Annual
June 2021	TK-5	Students with Disabilities	Decreased suspension rate	0.3	0.0	CAL-SCHLS (CHKS)	Annual
June 2021	Tk-5	Black or African American	Decrease absenteeism	No Baseline established	0.00	Chronic Absenteeism	Annual
June 2021	Tk-5	Hispanic or Latino	Decrease absenteeism	12.1	5	Chronic Absenteeism	Annual

Attendance and Connectivity

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

All students will be served by this strategy including the student subgroups of Students with Disabilities, Socioeconomically Disadvantaged and Hispanic or Latino.

***Strategy/Activity - Description**

Our student support team consisting of our district counselor, school psychologist, MFLC, and principal will work collaboratively to support students' social and emotional needs. The goal of this team is to maximize student learning opportunities and academic progress in class. In addition, the student support team will work collaboratively with students, parents, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism, suspension rates and increase student connectedness. The team will conduct home visits to ensure families receive the supports they need to get their children to school every day and on time.

The counselor, MFLC, and Military Kids Club will provide additional supports in the area of social and emotional well-being for our students that live within the military housing community. The goal is for students to maximize their learning time and academic progress in class. In addition, the school counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will meet with students, care givers individually, and in groups to ensure families receive the supports they need.

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

- SGT will have a standing monthly agenda item where they will review our progress towards this goal and discuss interventions and incentives
- Our PTO (FOKS) will be supporting our recognition efforts with incentives for students

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.
Overall, the percentage of students meeting/exceeding standard in English Language Arts on the Smarter Balanced Assessment grew with an additional 5.4% out of 229 of the students are meeting/exceeding standards. (From 74.51% to 79.91%).
From November 2019 until the end of the school year (June 30, 2020) the leadership team was comprised of 3 retired principals who took turns operating the school, this includes the time of school closure due to COVID-19 (March 13, 2020). Throughout all of last year, teachers worked in grade level and cross-level PLC's analyze student data and written work in the area of ELA. Teachers implemented Lexia Core 5 program to work with students who were struggling or not reading at grade level. Once we went into online/distance-learning teachers utilized a variety of instructional programs to support them in delivering the curriculum to students. Before school closures teachers were provided a release day from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
Resources were allocated to fund Lexia Core 5, the results from Lexia are:
- A **total** of 176 students utilized the program last year (2019/2020 School Year), roughly
    - Kindergarten – 56
    - 1st Grade – 29
    - 2nd Grade – 43
    - 3rd Grade – 23

- 4th Grade – 22
- 5th Grade – 3

28% of the students that used it (roughly 49 students) did not make their usage goals and as a result did not make the identified progress
On the flip side of that – 83% of the students (roughly 105) who met their usage goal met or exceeded their grade level goals
The program was purchased but training was delayed until the beginning of the new year. Part of the data shows that the majority of usage for the program started after we went into distance learning in March.
The ILT is meeting on September 30, 2020 to discuss implementation, how we are identifying students for usage and progress monitoring and tracking.

***Major Differences**

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

Access to the Lexia program had a slow start due to delays in training for all staff. In addition, the disruptions due to the pandemic meant that students were enrolled and accessed at different points. This year the ILT is meeting to set goals around usage, monitoring progress and best practices around usage.
Develop a release day schedule in connection with PLC's that are targeted and focus around instruction and instructional goals for the teams. Historically and partially due to the pandemic staff were not given equitable time or access to PLC's.

***Changes**

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

We have seen gains in ELA across all subgroups over the last few years; due to previously mentioned disruptions we are going to continue with our currently outlined plan and resources where we will be utilizing Lexis to support our ELA goals. In addition, we are not able to continue in the same outlined weekly PLC time as previously mentioned but we are going to be utilizing release time for teachers to so that they can meet to plan and implement differentiated instruction and supports for struggling students (tier 1 instruction).

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	75	100	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	83.1	100	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	82.1	100	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	79.9	100	CAASPP ELA	Annually

***Identified Need**

The school's CAASPP data from 2019 reports that 79.9% of the 3rd-5th grade students met or exceeded grade level standards in ELA. This is an overall increase of 5.4% from the previous year. We continue to make gains in all areas including an increase is our English learners. In order to maintain this increased trend we need to identify the students that are a potential for following through the gap and create an academic support plan for them. In addition, based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.

According the to aFast data 72% of our current students in grades 3rd-5th are meeting or exceeding grade level standards in their fall aFast assessment. We need to work with the grade level teams to identify and implement professional development that focuses on common core standards. Teachers will participate in monthly PLCs where they will identify and target the students that are at risk. Classroom teachers will work with and coordinate specific lessons in conjunction with our site Ed Specialists who work with our students with disabilities. Teachers will administer common DRA's (3 times a year) and common formative assessments frequently (for all TK-5th grade students) and monitoring student progress together as a grade level team on a weekly basis. Lexia Core 5 program will also continue to help support all learners with individualized targeted instruction.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	35.7	100	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	54.5	100	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	No Baseline established	100	CAASPP ELA	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	46.8	100	CAASPP ELA	Annually

Software License

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

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners and students with disabilities.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. All students will have access to Lexia Core 5 to support student learning in ELA. Lexia Core 5 provides individualized instruction in the area of ELA as well as detailed data for classroom teachers to provide tier 1 and tier 2 interventions.
Staff will receive on-going professional development / whole site and grade level specific learning opportunities to strengthen their knowledge around implementation of the Benchmark curriculum and implementation of the EL Benchmark curriculum resources.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02558N	Software License		$398.00	$398.00	0255-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Offset the cost of Lexia Core 5, reading intervention program.

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

- Monthly Professional Learning
- Curriculum Trainings (District and Site Based)
- FastA Reading will be utilized as an assessment tool for progress monitoring
- Lexia comprehensive assessment will be used as an assessment tool for progress monitoring

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.
Utilizing 18-19 baseline CAASPP data - Students who are meeting/exceeding the standard are increased from 75% to 80%.
Utilizing 19-20 FAST assessment data, students made the following gains from gall to spring - 72% of the students who were assessed in the fall were meeting or exceeding standard, compared to students in the spring where 94% we meeting or exceeding the standard. We reduced the significantly below standard cohort from 18% to 2% from fall to spring. And reduced the cohort that was performing below standard from 9% to 5%.
The key steps that our teacher implemented are:
- Teachers attended trainings on the implementation of the Envision math program
- Students incorporated ST Math into their daily math practice
- Teachers met by grade level/department to analyze student progress

***Major Differences**

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

While professional development was focused around increasing Tier 1 instruction the focus was stronger on ELA. Teachers were given common prep time for planning and engaged in professional learning around Envision math and the districts alignment with the identified units of study. The school does not have school-wide common diagnostic and formative assessments in the area of Math.

***Changes**

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

- Strengthening tier 1 instruction in Math.
- Strengthening instructional practices by implementing lesson studies.
- Researching and insuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions.
- Math resource teachers will work with principal and other support staff to accomplish the following.
- Create common grade level meaningful and ongoing formative assessments.
- Monitor student progress, targeting at risk youth.
- Provide direct instruction to potential at risk students.
- Utilize a common diagnostic assessment FAST will also be in place for all students (3-5th).

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	77.5	100	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	77.8	100	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	78.2	100	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	77.8	100	CAASPP Math	Annually

***Identified Need**

The data we utilized for our goals:
- 2018 school year, the data indicates 78% of 3rd-5th grade students met or exceeded grade level standards in Math.
- We need to strengthen our instruction to specifically support students with disabilities, English Learners and socioeconomically disadvantaged
- Utilizing professional development time to:
    - focus in on math units of study
    - designing common assessments
    - strengthening tier one instruction by integrating lesson studies
    - lesson design throughout the school year for all classroom teachers and Education Specialists
    - administering common formative and summative assessments frequently (for all TK-5th grade students)
    - grade level teams will actively monitor student progress together as grade level teams on a weekly basis

***Online Learning Implications**

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

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	35.7	100	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	44.1	100	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	No Baseline established	100	CAASPP Math	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	34.9	100	CAASPP Math	Annually

Professional Learning Communities

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

All students at the school will benefit from this strategy in the area of Mathematics, specifically the following subgroups: English Learners and students with disabilities.

***Strategy/Activity - Description**

Teachers will continue to work in grade level PLC's to analyze student data and written work in the area of Math. Professional Learning will focus on analyzing assessment results, evaluating student work samples and looking for trends in data. Our work will focus on developing critical thinking skills for our students in the area of mathematics.

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

- Sessions will receive a support in MATH from District Math Resource Teacher.
- Review of Envision math resources and look for alignment across the grade level.

Professional Development

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

All students at the school will benefit from this strategy in the area of Mathematics, specifically the following subgroups: English Learners and students with disabilities.

***Strategy/Activity - Description**

Visiting teachers will be provided so that teachers can meet in daylong professional development 2 times throughout the year. One of the days will be focused on math instruction in an online and seat-based classroom. Teachers will analyze data to determine what instructional shifts they need to make to meet the needs of all students in their classrooms. Teachers will plan instruction to target the needs of the identified subgroups - English Learners and students with disabilities.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N025594	Prof&Curriclm Dev Vist Tchr		$852.00	$1,041.91	0255-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Release time to work collaboratively as a grade level team around math practices.

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

- Professional development led by Principal
- Resources included from district level math resource teachers
- AMath scores will be used to identify students who need additional support

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**

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

- Due to the significant changes in the scale score ranges for the ELPAC we cannot do a year to year comparison. CDE recommend using 18-19 as the baseline (not 17-18).
- Sessions has 20 EL students
    - 50% of those students are making progress towards English Language Proficiency
    - 9 students = 45% increased 1 ELPI level on the ELPAC
    - 1 students = 5% maintained their ELPI level - 4 - on the ELPAC
    - 9 students = 45% maintained their ELPI Level - 1, 2L, 2H, 3L, 3H - on the ELPAC
    - 1 students = 5% decreased at least 1 ELPI Level on the ELPAC
- Performance Levels of all English Language Learners 2018/2019
    -

Well Developed	Moderately Developed	Somewhat Developed	Minimally Developed
37%	26%	11%	26%

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

***Major Differences**

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

- Professional development was provided to teachers to support strengthening tier 1 instruction, due to the impact by COVID-19, the teams were not able to reconvene and analyze data.
- Last year was the first year that Sessions had a school-wide common ELL support schedule.

***Changes**

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

- All EL Students will have designated EL support time within the school day
- Benchmark curriculum EL units will be utilized to support students during this time of instruction, Benchmark is district funded
- Professional development provided by district through OLA to support teachers with tier 1 instruction and instructional practices.
- Lesson studies with targeted instructional strategies

***Integrated English Language Development**

- Teachers will designate grade level PLC time to monitor identified English learners progress
- Professional development throughout the year will include Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them in classroom instruction. Classroom walkthroughs will be conducted to show evidence of integrated ELD.
- Teachers will attend professional learning for Integrated ELD aligned to the district adopted curriculum for ELD - Benchmark Learning

***Designated English Language Development**

- Classroom walkthroughs will be conducted to show evidence of Designated ELD.
- Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.
- Teachers will utilize data from Benchmark Learning to evaluate progress of Integrated ELD 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	Increase the percentage of students meeting and exceeding grade level standards in ELA.	35.7	100	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	35.7	100	CAASPP Math	Annually

***Identified Need**

- English Learner students make up approximately 7% of the overall student population
-

NOTE* Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

- Due to the significant changes in the scale score ranges for the ELPAC we cannot do a year to year comparison. CDE recommend using 18-19 as the baseline (not 17-18).
- Sessions has 20 EL students
    - 50% of those students are making progress towards English Language Proficiency
    - 9 students = 45% increased 1 ELPI level on the ELPAC
    - 1 students = 5% maintained their ELPI level - 4 - on the ELPAC
    - 9 students = 45% maintained their ELPI Level - 1, 2L, 2H, 3L, 3H - on the ELPAC
    - 1 students = 5% decreased at least 1 ELPI Level on the ELPAC
- Performance Levels of all English Language Learners 2018/2019
    -

Well Developed	Moderately Developed	Somewhat Developed	Minimally Developed
37%	26%	11%	26%

***Online Learning Implications**

-District will provide students with targeted small group support through a push-in integrated model.
-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
-Online professional development modules with iELD (integrated English Language)
-
The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.
Formative assessment data will be collected, analyzed and feedback given to students.
Professional development will also be offered to teachers across the district serving this English Learner group
The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	35.7	100	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	35.7	100	CAASPP Math	Annually
June 2021	2-5	English Learner	Increase percentage of English Learners eligible for reclassification reclassify.	80	95	Summative ELPAC	Annually

Software License

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

All students at the school will benefit from this strategy/activity, specifically English Learners and Students with Disabilities.

***Strategy/Activity - Description**

- Funding has been allocated to purchase license and fees for software and/or online reading resources.
  - All students will have access to Lexia Core 5 to support student learning in ELA. Lexia Core 5 provides individualized instruction in the area of ELA as well as detailed data for classroom teachers to provide tier 1 and tier 2 interventions.
  - Due to the disruption in learning from COVID19, the program was not school wide implemented.
  - This year the program will be rolled out school wide and monthly meetings will be held to determine student progress.

Staff will receive on-going professional development / whole site and grade level specific for working with EL identified students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0255-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts | Ref Id : N02558N	Use a software program to increase English Language Learners comprehension and phonics base with reading

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

- Purchase of Lexia 5 CORE, partially funded with LCFF

Enrichment Classes

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

All students at the school will benefit from this strategy/activity, specifically English Learners and Students with Disabilities.

***Strategy/Activity - Description**

- Enrichment teachers will be funded to release teachers from the classroom to:
  - focus on learning Benchmark EL program
  - assessing the progress of the English Language Learners
  - developing support strategies for targeted interventions

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02551S	Regular Teacher	0.10000	$8,900.60	$14,030.08	0255-09800-00-1107-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Additional release time for will be provided for teachers to meet in grade level PLC's

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

- Additional training on the implementation of Benchmark Learning EL program

ELPAC Assessment

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

All English Learners will benefit from this strategy.

***Strategy/Activity - Description**

Identified teacher will administer the ELPAC assessment to all English Learner students.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

- In the 2018-2019 school year, Students with Disabilities demonstrated an increase in scores by 18.3%, overall 53.2% students met or exceeded the standards in CAASPP in ELA.
- In the 2018-2019 school year, Students with Disabilities demonstrated a decrease in scores of 8.7%, overall 45.5% met or exceeded the standards in CAASPP in Math.
**The CAASPP for the 2019-2020 school year was canceled and no results are available
The current models for students with disabilities have been:
- Co-teaching by the Education Specialist in the general education classroom
- Classrooms with more than 2 SPED identified students in the room receive support from a para-educator, challenge is not enough para-educators to support all rooms
- Para-educators are trained to work with either mild/mod or mod/sever students, need more cross training to support all students in the classroom
- Challenge of students being pulled and isolated during Spanish, plan to work with the team to implement a push-in support model

***Major Differences**

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

Due to not being able to take the CAASPP because of COVID-19 in the 2019-2020 school year, we are continuing the same goals and target growth areas into the 2020-2021 school year.

***Changes**

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

- Co-teaching by the Education Specialist in the general education classroom
- Classrooms with more than 2 SPED identified students in the room receive support from a para-educator, challenge is not enough para-educators to support all rooms, develop schedule to identify targeted support times
- Para-educators are trained to work with either mild/mod or mod/sever students, provide more cross training to support all students in the classroom
- Challenge of students being pulled and isolated during Spanish, plan to work with the team to implement a push-in support model

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	53.2	100	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	45.3	100	Other (Describe in Objective)	Annually

***Identified Need**

According to the California Dashboard, students with disabilities are performing below standards in ELA and Math in higher percentages than students without disabilities.

***Online Learning Implications**

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

*Annual Measurable Outcomes							
By Date	**Grade**	**Student Subgroup**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	63.6	100	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	40	100	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	58.3	100	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	36.4	100	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	45.5	100	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	50	100	Other (Describe in Objective)	Annually

Professional Learning Communities

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

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

***Strategy/Activity - Description**

- Students will participate in high-quality enrichment classes while teachers and Education Specialists are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.
- Visiting teachers are essential for classroom teachers and Education Specialists to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, and cross classroom visits.
***Due to COVID-19 these strategies were not able to be fully implemented to analyze results. We will be continuing the same strategies to determine and analyze the impact this year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0255-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 3 - Mathematics | Ref Id : N025594	Provide release time for teachers to plan, PLC's and review assessment data

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

- Site funded visiting teachers
- PTO Fundraisers to help support costs of enrichment classes.

Software Program

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

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

***Strategy/Activity - Description**

- Funding has been allocated to purchase license and fees for software and/or online reading resources. All students will have access to Lexia Core 5 to support student learning in ELA. Lexia Core 5 provides individualized instruction in the area of ELA as well as detailed data for classroom teachers to provide tier 1 and tier 2 interventions.
- Staff will receive on-going professional development / whole site and grade level specific.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0255-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts | Ref Id : N02558N	Provide an intervention resource Lexia Core 5

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

- PTO Funded Enrichment (Art, music, science) Teachers

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Black Youth	Maximize Student Engagement	small group size	maintain 0%	Suspensions (Classroom and School)	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

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

***Identified Need**

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

In the 2019-2020 school year, Sessions Elementary School had a 0% suspension rate for black youth.

***Online Learning Implications**

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

School Connectivity

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

All students, including black youth

***Strategy/Activity - Description**

Although Sessions has a 0% suspension rate for black youth, we implement a International Baccalaureate curriculum that identifies approaches and strategies to work with a diverse population of students (world learners) in our classrooms. The units of study in IB strive to reduce the identified inequities in education expose students to ways they can be leaders in their communities to strive for better for all students.

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

- IB Curriculum
- IB resource teacher (50%)

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

- Our goal last year was to communicate with 100% of our families in 2019 regarding their students' academic and citizenship progress. This goal was impacted due to COVID-19 and we will be continued into this year.
- We communicate with families regarding their students' academic and citizenship progress in the following ways:
    - Progress and Report Cards
    - Letters/Emails home to families
    - Parent/Teacher conferences
    - Share formative assessment results
    - Phone calls home

Students who are absent frequently have additional interventions that we employ to keep them connected to school:

- PowerSchool auto message home
- Follow-up call be school clerk
- Referral to school counselor or military counselor (if applicable)
- Teacher calls family to check-in
    - ***Due to the impact from COVID-19 results are hard to measure due to the changes in attendance requirements

Families are communicated to about school events through weekly emails home to families from principal, social media updates from our PTO, teacher letter/emails sent home

The families of Sessions contribute in the following ways:

- FOKS - Friends of Kate Sessions - PTO
- School Site Council
- Site Governance Team

- English Language Acquisition Committee
- Monthly Principal Meetings
- Parent Surveys/Input Meetings

***Major Differences**

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

- Our school focused on strengthening our family engagement strategies and outreach programs, as a result:
    - Chronic Absenteeism declined by 1.8% for an impact of 7.5% of students experiencing an interruption in their attendance
    - In the 2018-2019 CHKS student survey:
        - 77% of 5th reported feeling connected to the school
        - 70% reported feeling connected to an adult at school

    In the 2018-2019 CHKS parent survey:
        - School encourages me to be an active partner with the school in educating my child = 95% agree/strongly agree
        - School actively seeks the input of parents before making important decisions = 71% agree/strongly agree

The 2020/2021 school year started in online learning format, new efforts are underway to connect with families through online formats.

***Changes**

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

- Reduction in on campus volunteering due to restrictions of volunteers being allowed on campus
    - Annual traditions of Back to School, Halloween carnival, winter concert, spring concert, parent conferences week have to be relocated to an online format
    - Evaluating new ways to maintain families connectedness to the school
        - Virtual Pep Rallies
        - PTO funded spirit wear

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding “Strongly Agree” in the area of parent involvement (average of 4 indicators) from all parent groups.	89	100	CAL - SCHLS (CSPS)

***Identified Need**

***Due to COVID19 the 2020 California Healthy Kids Survey was not given to students or parents. We are going to utilize the same data outlined below to continue our efforts on creating a stronger partnership for our students and parents in their education.

2019 Parent Involvement (indicators): California Healthy Kids Survey

- School allows input and welcomes parents' contributions= 95%
- School encourages me to be an active partner with the school in educating my child= 95%
- School actively seeks the input of parents before making important decisions= 71%
- Parents feel welcome to participate at this school= 95%

***Online Learning Implications**

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

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

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

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

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

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

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

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

Training for parents and other caregivers

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

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase percentage of parents agreeing that the school actively seeks the input of parents before making important decisions. Based on data collected from the CHKS	71	100	Other - Describe in Objective

Parent Support

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

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

***Strategy/Activity - Description**

- Identify the need to provide childcare for parent trainings/meetings. In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.
- Classroom teachers, staff and PTO will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.
- Develop community ideation surveys that will be sent 2 times throughout the year to all families to collect input regarding school based decision making.
    - ***Due to COVID-19 these strategies were not able to be fully implemented, we will be maintaining the same strategies to measure growth throughout this year.

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

- Partnerships with local business to support childcare activities.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

***Due to COVID-19 we experienced a disruption in our ability to gather baseline data for 19/20.
Resources were allocated to fund the following and will continue into this year:
- Teachers and support staff will meet by grade level/departments monthly to analyze student progress and achievement. Analysis will inform subsequent student groupings and small group targeted instruction.
- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
- Lexia Core 5 Software License and Professional Development

***Major Differences**

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

- Due to the disruption of COVID-19 and our implementation of instruction through online learning students will still attend high quality enrichment classes.
- Teachers will utilize monthly PLCs, professional development time and release time to review students academic progress
- There was some inconsistencies due schedule changes throughout the year. This impacted classroom teachers' actual time in the PLCs. Not all teachers had equitable opportunities to participate in lesson studies.

***Changes**

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

- Students will participate in high quality enrichment classes
- Students will have continued access to Lexia Core 5 for personalized ELA support.
- Staff will continue to participate in professional development to support utilizing Lexia data to support small group instruction in class.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students will read at grade level	No baseline established	80%	Grade 3 ELA Reading	Annually
June 2021	5	Students will read at grade level	No baseline established	80%	Grade 5 ELA Reading	Annually

***Identified Need**

- There are inequities present when analyzing CAASPP ELA proficiency rates with our ELL and Students with disabilities.
- Sessions will target supporting these subgroups in ELA proficiency as monitored by CAASPP.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Utilizing Lexia Core 5, increase students grade level reading levels	No baseline established	80%	% of "At Risk"	Annually
June 2021	3-5	Students with Disabilities	Utilizing Lexia Core 5, increase students grade level reading levels	No Baseline established	80%	% of "At Risk"	Annually
June 2021	3-5	Black or African American	Utilizing Lexia Core 5, increase students grade level reading levels	No Baseline established	80%	% of "At Risk"	Annually
June 2021	3-5	Hispanic or Latino	Utilizing Lexia Core 5, increase students grade level reading levels	No baseline established	80%	% of "At Risk"	Annually

Professional Learning Communities

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

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

***Strategy/Activity - Description**

***Due to the disruption in implementation of the goals for 2019-2020 from COVID-19 we are continuing this strategy into 2020-2021

- Utilizing visiting teachers for teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices:
  - Lesson design
  - Lesson studies
  - Cross classroom visits
  - All classroom teachers and Education Specialists will have opportunities to participate in lesson studies in monthly PLCs

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0255-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 3 - Mathematics | Ref Id : N025594	Provide release time for teachers to plan, PLC's and review assessment data

Software License

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

All students at the school will benefit from this strategy/activity in the area of ELA.

***Strategy/Activity - Description**

- All students will have access to Lexia Core 5 software for individualized ELA/Reading support.
- All staff will receive professional development to support utilizing program to support targeted small group instruction in class.
- All students will be monitored for academic progress

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0255-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts | Ref Id : N02558N	All students will have access to Lexia to increase their reading skills.

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

- Release time for teachers to attend trainings with Lexia Core 5 professional learning team

STEAM

Our Vision

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

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. How will you foster a culture of STEAM?

- All TK, K, and 1st grade classrooms have been restyled with paint and furniture to create an atmosphere where students can create collaborative work space, experiment in alternative settings and utilize the shifts in the space to foster creativity
- All TK, K, 1st, 2nd and 3rd grade teachers have attended district sponsored professional learning
- All TK, K, 1st, 2nd and 3rd grade teachers have been given access and are implementing STEAM units of study
- Families are given a chance to learn more about our steam initiatives at STEAM night
- Inquiry Fair where students present their learning

2. How will you build capacity to ensure fidelity and sustainability of STEAM?

- All TK, K, 1st, 2nd and 3rd grade teachers have attended district sponsored professional learning
- All TK, K, 1st, 2nd and 3rd grade teachers have been given access and are implementing STEAM units of study
- Model risk-taking and highlight benefits of STEAM instruction.

3. How will you support teachers in implementing STEAM lessons a minimum of 4 hours per week?

- Teachers will have grade level release time to analyze results of STEAM lessons
- Teachers will be paid to attend district sponsored trainings and given access to site based coordinator who can support implementation
- Teachers will be provided will the supplies necessary to implement the units with fidelity
- Teachers will work in grade level PLC to review STEAM lessons

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As part of the data review and root cause analysis, the following leadership actions will be implemented to ensure progress towards our goals of achievement for all Sessions students.

Integration of Priorities & Strategies:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe making their practice public and welcome visitors and receiving feedback to strengthen their practice.
- Frequent classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- Work with teachers to identify instructional strategies that are working and highlight those practices.
- Utilize assessments as a tool for re-teaching, closing instructional gaps in learning and focusing tier 1 instructional strategies in class

Specific Leadership Actions:

- Implement and provide training around Marzano's research based PLC structure.
- Determine the specific needs/goals of each PLC group and work with each group to align their needs and goals with our school wide goals
- Lead the work around data analysis and how it drives our instruction
    - Collect data from classroom observations and common assessments to be used to inform professional learning opportunities.

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

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

Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations regarding supporting students.

Value mutual respect, multiple cultural perspectives, and experiences.

Highlight culturally responsive teaching practices that are inclusive of all students.

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

Establish clear lines of communication for staff and families, through newsletters, website updates, weekly email blasts, Muffins with Makings, have meetings at varying times to increase participation.
Cultivate positive relationships with parents and community and provide resources to support parents.
Lead professional development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Formative Assessments, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
"Re"focus our schools work about the characteristics of our IB program, utilizing the units of study and developing capacity in our teachers to identify their strengths.

Outcomes:

- Create a learning environment where teachers know students as learners and how their learning needs aligns with their instructional approaches.
- Teachers in each grade level will be implementing a Guaranteed Viable Curriculum where they are able to regularly meet and check in on progress.
- Lessons studies will be conducted that focus on instructional moves that impact student achievement
- We will have a school wide progress monitoring system that looks for gaps and ways that we can address those needs.
- Teachers will engage in student work analysis that will lead to a change in practice.
- Utilizing student assessment results to make informed decisions around how we will utilize specific approaches and targeted groupings.
- Planning learning goals based on GVC / IB themes / STEAM and breaking them down into smaller targets (kid friendly, measurable) to meet the goal.

Online Learning Implications & Actions

- At Sessions we have an outreach team that consists of – the school principal, the enrollment clerk, counselor, military counselor, elementary school assistant, district team developed for reaching out and then our first line of outreach our the teachers. In connection all of the above outlined people are working together to ensure that all of our students are actively engaged in learning this year.
- Staff attended a series of professional development learning opportunities the first week of school to learn about student engagement and the carrying factors that they experience. In addition, our professional learning has been utilizing the text – Distance Learning Playbook to drive our professional learning this year. The book includes strategies for engaging all students, ways in which to adjust learning to meet all students needs online and strategies for building a positive classroom culture and system of support.
- The ability to ensure equitable access and opportunities for all students is our staff wide goal. Beyond the professional learning and trainings that our staff has attended, we are continuing to set daily, weekly, monthly monitoring benchmarks around what we are doing. We are ensuring this work by keeping the topic at the forefront of everything that we are doing this year. In addition, during grade level meeting time we are reviewing students who are at risk and utilizing our team approach to determine what resources are needed.
- Parent access is an important component to our programs. We use weekly School Messenger, school supply distributions, updates on school website, principal website, social media, PTO social media and weekly newsletters, school marquee, personal phone calls, parents meetings, monthly principal chats and more to stay in communication with families. When applicable we are having our materials translated for access for all families.
- For me as the leader one of the biggest actions that I am going to take is staying present and connected to the teachers, students, staff and families. Now more than ever all of the stakeholders involved need to know that I am present and available to lead support and provide a stable base. At Sessions the staff, students and families felt very abandoned during the initial school closures. It is important to all of them that I provide strong leadership that is focused on the goals that we have highlighted throughout the SPSA. Now more than ever they need a consistent leader who can guide them to all of the areas we want to improve while keeping us focused on our Mission and Vision.

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

Sessions Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0.00
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 15,469.99

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)	$ 0.00
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 0.00

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)	$15,469.99
[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): $ 15,469.99

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $15,469.99

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Sessions Elementary	**09800 LCFF Intervention Support**	Regular Teacher	**1107**	Classroom Teacher	0.1000	$ 8,900.60
		Regular Teacher	**3000**			$ 5,129.48
			1192	Prof&Curriclm Dev Vist Tchr		$ 852.00
			1986	Retired NonClsrm Tchr Hrly		$ -
			3000			$ 189.91
			5841	Software License		$ 398.00
	09800 LCFF Intervention Support Total				**0.1000**	**$ 15,469.99**
Grand Total					**0.1000**	**$ 15,469.99**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Sessions Elementary School;
PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Sessions Elementary School has developed a written parent and family engagement policy with input from parents. ***The policy from last year was reviewed and the new plan was discussed at both SSC and SGT meetings.***

A copy of the policy will be distributed to all parents and guardians on or before 11/1/20.
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: Input is gathered from SSC and SGT members.

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

- Back to School Night 9/24/20 and ongoing Monthly Principal Chats

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.

- Meetings are held in the evening (Open House) and during morning hours (Monthly Principal Chats) via Zoom.

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. We involve parents through:

- SSC and SGT meetings are held monthly and they are open to the public
- Principal Chats are held monthly where school programs and progress are discussed

The school provides parents of students with timely information about the schools programs.

- Parents are informed through monthly Principal Chats, School Messenger, emails, conferences and parent information meetings (ex: Back to School Night)

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.

- Parents are provided this information during Back to School Night and during Parent Conferences held in November and March

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. Opportunities are provided:

- As teachers communicate on a daily basis with parents and during parent/teacher conferences
- During 504 meetings
- During SST meetings
- During IEP meetings

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. 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. . To help reach these goals, the school has established the following practices:

- Student assessments are discussed on an ongoing basis with parents
- Teacher's go into depth during scheduled parent conferences in November and March
- Schoolwide data is shared and discussed during SSC meetings

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

- Teachers work with parents on an individual basis to provide training
- Parents are provided access to programs to provide support for students that can be accessed at home

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

- Staff Professional Development is provided to give additional ideas on how to work with parents as equal partners
- Ideas and suggestions are exchanged among staff

The school coordinates and integrates 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.

- Parents are encouraged to participate in all activities at the school. The Friends of Kate Sessions Elementary (FOKS) work closely with the principal, staff ,SSC, ELAC and SGT to coordinate programs that support all students

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.

- All communications are made available to parents for translation upon request

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

- The Friends of Kate Sessions Elementary coordinate the programs they offer after getting input from parents, staff, SSC, ELAC and SGT. These meetings are open to the public so all parents can provide input and principal attends

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 Sessions Elementary School on 10/1/20 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the policy to all parents of students on, or before: 11/1/20 via email

/Tracey Makings/

Signature of Authorized Official here

10/1/20

APPENDIX C

SCHOOL PARENT COMPACT

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

SESSIONS ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

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

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

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 twice a year 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.

- Parents are welcomed to contact staff during office hours through email or phone system
- Parents have staff e-mail and can request a meeting at any time during the year
- Parent conferences are held in November and March where student progress is discussed in detail
- Parents are also encouraged to discuss student progress at any time throughout the year
- Teachers reach out to parents on a regular basis to communicate both positive progress and growth areas

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.

- Standards are specifically discussed at Back to School Night and at conference times
- They are reviewed when IEP and 504 meetings are held for specific students
- Parents are invited to view all materials used for instruction
- Test scores are made available to parents

The school provides parents and family members with materials and training to help them improve the achievement of their children.

- Families have access to online programs to use at home to assist students in making progress towards grade level academic standards
- Specific strategies and materials are discussed with parents throughout the year, but specifically at Back to School Night and conference times

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.

- Staff and parents work closely together providing and planning additional support activities for students
- School plans are reviewed together and collaborative decisions are made
- Professional Development is provided to cover specific topics as they arise

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.

- Parents are an integral partner as we plan
- Monthly Principal Chats (Muffins with Makings) are held where parents are informed of various school related topics and they provide feedback to the principal and staff

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

- Office staff are able to translate all communication for parents

- Translators are provided for conferences, etc. if needed

The school provides support for parent and family member involvement activities requested by parents and family members.

- The Friends of Kate Sessions Elementary School (FOKS) are always open to new suggestions
- They sponsor various enrichment activities for adults and children

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.

- Translations are provided
- Information is provided in writing and through School Messenger callouts, texts and emails

This Compact was adopted by the SSC at Sessions Elementary School on 10/1/20 and will be in effect for the period of the school year 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: 11/22/20 (Parent Conferences).

Tracey Makings

10/1/20

APPENDIX D

DATA REPORTS

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

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

Reclassification data results can be requested from the school site.

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

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

SCHOOL PERFORMANCE OVERVIEW

Sessions Elementary

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

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
Sessions Elementary

ADDRESS
2150 Beryl Street
San Diego, CA 92109-3617

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-5

SESSIONS ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

514

Socioeconomically Disadvantaged

25.7%

English Learners

8.9%

Foster Youth

0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

65.3 points above standard

Increased 5.4 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	2 Blue	

LEARN MORE

Mathematics

Blue

57.1 points above standard

Increased 4.4 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	1 Blue	

LEARN MORE

English Learner Progress

50% making progress towards English language proficiency

Number of EL Students: 20

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%

SESSIONS ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Green

7.5% chronically absent

Declined 1.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
3 Green	0 Blue	

SESSIONS ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

3	3
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Blue

65.3 points above standard

Increased 5.4 Points ▲

Number of Students: 219

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- Socioeconomically Disadvantaged
- Students with Disabilities

Blue

- Hispanic
- White

No Performance Color

- African American
- Asian
- English Learners
- Filipino
- Homeless
- Two or More Races

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

10.2 points above standard

Increased 14.9 Points ▲

Number of Students: 25

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

70.9 points above standard

Declined 11.2 Points ▼

Number of Students: 32

Socioeconomically Disadvantaged

Green

26.3 points above standard

Declined 14.9 Points ▼

Number of Students: 53

Students with Disabilities

Green

4 points above standard

Increased 18.3 Points ▲

Number of Students: 35

Hispanic

Blue

46.8 points above standard

Increased 9.7 Points ▲

Number of Students: 46

White

Blue

72.4 points above standard

Increased 8.1 Points ▲

Number of Students: 134

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	48.6 points above standard	59.9 points above standard	65.3 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
No Data	45.9 points above standard	69.8 points above standard
No Data	Increased 5.4 Points ▲	Increased 5 Points ▲
Number of Students: 9	Number of Students: 16	Number of Students: 187

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

57.1 points above standard

Increased 4.4 Points ▲

Number of Students: 220

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

Hispanic

Socioeconomically Disadvantaged

Blue

White

No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

11.8 points above standard

Increased 21 Points ▲

Number of Students: 25

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

57.1 points above standard

Declined 16.5 Points ▼

Number of Students: 32

Students with Disabilities

Yellow

4.8 points below standard

Declined 8.7 Points ▼

Number of Students: 36

Hispanic

Green

34.9 points above standard

Increased 7.1 Points ▲

Number of Students: 47

Socioeconomically Disadvantaged

Green

29.2 points above standard

Maintained 0.5 Points

Number of Students: 54

White

Blue

65.1 points above standard

Increased 6.2 Points ▲

Number of Students: 134

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	49.6 points above standard	52.7 points above standard	57.1 points above standard

Mathematics Data Comparisons: English Learners

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

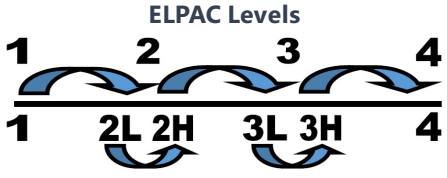
Current English Learners	Reclassified English Learners	English Only
No Data	25 points above standard	62.1 points above standard
No Data	Maintained -1.2 Points	Increased 3.8 Points ▲
Number of Students: 9	Number of Students: 16	Number of Students: 188

English Learner Progress Indicator

All English Learner Students

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

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



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

LEARN MORE

English Learner Progress

50% making progress towards English language proficiency

Number of EL Students: 20

Performance Level

Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	45%
ELs who Maintained ELPI Level 4	5%

ELs Who Progressed at Least One ELPI Level	45%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Green

7.5% chronically absent

Declined 1.8% ▼

Number of Students: 533

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

Hispanic

Yellow

Students with Disabilities

Socioeconomically Disadvantaged

Green

English Learners

Two or More Races

White

Blue

No Students

No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Hispanic

Orange

12.1% chronically absent

Increased 1.4% ▲

Number of Students: 116

Students with Disabilities

Yellow

12.5% chronically absent

Declined 7.1% ▼

Number of Students: 80

Socioeconomically Disadvantaged

Yellow

12% chronically absent

Declined 4.1% ▼

Number of Students: 133

English Learners

Green

7.1% chronically absent

Declined 2.1% ▼

Number of Students: 42

Two or More Races

Green

2.7% chronically absent

Declined 1.8% ▼

Number of Students: 75

White

Green

6.8% chronically absent

Declined 2.4% ▼

Number of Students: 324

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

0.2% suspended at least once

Maintained -0.2%

Number of Students: 545

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities

Blue

- English Learners
- Two or More Races
- White

No Performance Color

- African American
- Asian
- Filipino
- Foster Youth
- Homeless

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic

Green

0.8% suspended at least once

Maintained 0%

Number of Students: 118

Socioeconomically Disadvantaged

Green

0.7% suspended at least once

Declined 0.5% ▼

Number of Students: 139

Students with Disabilities

Green

1.2% suspended at least once

Declined 1% ▼

Number of Students: 82

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 48

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 79

White

Blue

0% suspended at least once

Declined 0.3% ▼

Number of Students: 329

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	188	73.9	181	74.6	208	73.6	224	78.1	229	79.9	6.0	1.8	188	68.6	181	73.5	205	80.5	223	74.4	230	77.8	9.2	3.4
Female	88	80.7	81	81.5	93	83.9	95	85.3	106	84.0	3.3	-1.3	88	65.9	80	72.5	91	82.4	95	74.7	106	76.4	10.5	1.7
Male	100	68.0	100	69.0	115	65.2	129	72.9	123	76.4	8.4	3.5	100	71.0	101	74.3	114	78.9	128	74.2	124	79.0	8.0	4.8
African American	4	-	3	-	4	-	2	-	4	-	-	-	4	-	4	-	4	-	2	-	4	-	-	-
Asian**	1	-	0	-	0	-	1	-	3	-	-	-	1	-	0	-	0	-	1	-	3	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	37	59.5	40	65.0	46	69.6	53	71.7	45	75.6	16.1	3.9	37	64.9	40	70.0	44	70.5	53	71.7	46	69.6	4.7	-2.1
Indochinese**	3	-	2	-	1	-	0	-	-	-	-	-	3	-	2	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	124	80.6	118	76.3	127	74.0	136	77.2	141	83.0	2.4	5.8	124	72.6	117	76.9	126	84.1	135	76.3	141	83.0	10.4	6.7
Multiracial	19	68.4	17	94.1	30	76.7	31	93.5	35	80.0	11.6	-13.5	19	63.2	17	64.7	30	83.3	31	74.2	35	74.3	11.1	0.1
English Learner	14	50.0	9	-	16	18.8	14	35.7	9	-	-	-	14	28.6	8	-	15	46.7	14	35.7	9	-	-	-
English-Speaking	174	75.9	172	76.7	192	78.1	210	81.0	220	82.3	6.4	1.3	174	71.8	173	74.6	190	83.2	209	77.0	221	79.2	7.4	2.2
Reclassified†	3	-	6	-	5	-	11	81.8	16	81.3	-	-0.5	3	-	6	-	5	-	11	90.9	16	68.8	-	-22.1
Initially Eng. Speaking	171	76.6	166	76.5	187	78.1	199	80.9	204	82.4	5.8	1.5	171	71.9	167	75.4	185	83.2	198	76.3	205	80.0	8.1	3.7
Econ. Disadv.*	56	66.1	48	66.7	60	71.7	60	71.7	53	67.9	1.8	-3.8	56	58.9	46	67.4	59	69.5	60	60.0	54	64.8	5.9	4.8
Non-Econ. Disadv.	132	77.3	133	77.4	148	74.3	164	80.5	176	83.5	6.2	3.0	132	72.7	135	75.6	146	84.9	163	79.8	176	81.8	9.1	2.0
Gifted	68	94.1	64	93.8	71	93.0	56	92.9	74	93.2	-0.9	0.3	68	89.7	64	90.6	70	94.3	56	91.1	74	95.9	6.2	4.8
Not Gifted	120	62.5	117	64.1	137	63.5	168	73.2	155	73.5	11.0	0.3	120	56.7	117	64.1	135	73.3	167	68.9	156	69.2	12.5	0.3
With Disabilities	15	26.7	22	27.3	22	22.7	31	41.9	32	53.1	26.4	11.2	15	33.3	22	18.2	21	57.1	30	53.3	33	45.5	12.2	-7.8
WO Disabilities	173	78.0	159	81.1	186	79.6	193	83.9	197	84.3	6.3	0.4	173	71.7	159	81.1	184	83.2	193	77.7	197	83.2	11.5	5.5
Homeless	2	-	0	-	0	-	2	-	2	-	-	-	2	-	1	-	0	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	69	76.8	73	72.6	80	73.8	98	75.5	86	81.4	4.6	5.9	69	73.9	73	75.3	77	87.0	97	69.1	86	79.1	5.2	10.0

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

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

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

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	68	66.2	63	71.4	81	77.8	81	69.1	80	75.0	8.8	5.9	68	60.3	63	77.8	80	91.3	81	72.8	80	77.5	17.2	4.7
Female	29	75.9	28	82.1	40	87.5	30	76.7	45	86.7	10.8	10.0	29	58.6	28	82.1	40	90.0	30	70.0	45	75.6	17.0	5.6
Male	39	59.0	35	62.9	41	68.3	51	64.7	35	60.0	1.0	-4.7	39	61.5	35	74.3	40	92.5	51	74.5	35	80.0	18.5	5.5
African American	1	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	0	-	1	-	-	-
Asian**	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	16	56.3	13	61.5	19	78.9	16	56.3	14	71.4	15.1	15.1	16	56.3	13	69.2	19	78.9	16	75.0	14	71.4	15.1	-3.6
Indochinese**	1	-	0	-	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	42	69.0	42	69.0	49	75.5	54	68.5	50	82.0	13.0	13.5	42	64.3	42	81.0	48	95.8	54	72.2	50	84.0	19.7	11.8
Multiracial	8	-	6	-	11	81.8	10	90.0	12	66.7	-	-23.3	8	-	6	-	11	100.0	10	70.0	12	66.7	-	-3.3
English Learner	9	-	5	-	7	-	6	-	1	-	-	-	9	-	5	-	7	-	6	-	1	-	-	-
English-Speaking	59	66.1	58	75.9	74	81.1	75	73.3	79	75.9	9.8	2.6	59	64.4	58	79.3	73	93.2	75	76.0	79	77.2	12.8	1.2
Reclassified†	0	-	0	-	0	-	6	-	3	-	-	-	0	-	0	-	0	-	6	-	3	-	-	-
Initially Eng. Speaking	59	66.1	58	75.9	74	81.1	69	73.9	76	77.6	11.5	3.7	59	64.4	58	79.3	73	93.2	69	75.4	76	77.6	13.2	2.2
Econ. Disadv.*	21	57.1	13	53.8	25	76.0	14	57.1	21	52.4	-4.7	-4.7	21	47.6	13	61.5	25	80.0	14	57.1	21	57.1	9.5	0.0
Non-Econ. Disadv.	47	70.2	50	76.0	56	78.6	67	71.6	59	83.1	12.9	11.5	47	66.0	50	82.0	55	96.4	67	76.1	59	84.7	18.7	8.6
Gifted	22	95.5	23	91.3	25	92.0	19	89.5	20	85.0	-10.5	-4.5	22	95.5	23	87.0	25	96.0	19	100.0	20	95.0	-0.5	-5.0
Not Gifted	46	52.2	40	60.0	56	71.4	62	62.9	60	71.7	19.5	8.8	46	43.5	40	72.5	55	89.1	62	64.5	60	71.7	28.2	7.2
With Disabilities	6	-	5	-	8	-	9	-	10	60.0	-	-	6	-	5	-	8	-	9	-	10	40.0	-	-
WO Disabilities	62	72.6	58	74.1	73	83.6	72	72.2	70	77.1	4.5	4.9	62	66.1	58	81.0	72	93.1	72	75.0	70	82.9	16.8	7.9
Homeless	1	-	0	-	0	-	2	-	1	-	-	-	1	-	1	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	20	70.0	29	69.0	32	71.9	39	71.8	31	77.4	7.4	5.6	20	75.0	29	82.8	31	93.5	39	69.2	31	83.9	8.9	14.7

* 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.

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	63	76.2	60	76.7	66	77.3	83	85.5	71	83.1	6.9	-2.4	63	73.0	60	75.0	65	86.2	82	86.6	72	77.8	4.8	-8.8
Female	32	81.3	25	84.0	29	86.2	38	89.5	28	82.1	0.8	-7.4	32	71.9	25	76.0	28	89.3	38	84.2	28	71.4	-0.5	-12.8
Male	31	71.0	35	71.4	37	70.3	45	82.2	43	83.7	12.7	1.5	31	74.2	35	74.3	37	83.8	44	88.6	44	81.8	7.6	-6.8
African American	2	-	1	-	1	-	2	-	0	-	-	-	2	-	1	-	1	-	2	-	0	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	10	60.0	14	64.3	14	64.3	23	87.0	15	73.3	13.3	-13.7	10	70.0	14	78.6	13	69.2	23	82.6	16	75.0	5.0	-7.6
Indochinese**	1	-	1	-	0	-	0	-	-	-	-	-	1	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	44	81.8	36	80.6	41	80.5	47	83.0	44	86.4	4.6	3.4	44	75.0	36	80.6	41	92.7	46	89.1	44	81.8	6.8	-7.3
Multiracial	6	-	8	-	10	80.0	11	90.9	11	81.8	-	-9.1	6	-	8	-	10	80.0	11	90.9	11	63.6	-	-27.3
English Learner	2	-	3	-	5	-	4	-	5	-	-	-	2	-	3	-	4	-	4	-	5	-	-	-
English-Speaking	61	77.0	57	77.2	61	83.6	79	86.1	66	86.4	9.4	0.3	61	73.8	57	77.2	61	88.5	78	88.5	67	80.6	6.8	-7.9
Reclassified†	1	-	4	-	1	-	4	-	7	-	-	-	1	-	4	-	1	-	4	-	7	-	-	-
Initially Eng. Speaking	60	76.7	53	75.5	60	83.3	75	85.3	59	86.4	9.7	1.1	60	73.3	53	79.2	60	88.3	74	87.8	60	81.7	8.4	-6.1
Econ. Disadv.*	16	75.0	17	70.6	17	76.5	27	85.2	12	66.7	-8.3	-18.5	16	68.8	17	70.6	17	64.7	27	74.1	13	61.5	-7.3	-12.6
Non-Econ. Disadv.	47	76.6	43	79.1	49	77.6	56	85.7	59	86.4	9.8	0.7	47	74.5	43	76.7	48	93.8	55	92.7	59	81.4	6.9	-11.3
Gifted	24	91.7	17	94.1	23	95.7	22	100.0	24	95.8	4.1	-4.2	24	83.3	17	94.1	23	91.3	22	95.5	24	100.0	16.7	4.5
Not Gifted	39	66.7	43	69.8	43	67.4	61	80.3	47	76.6	9.9	-3.7	39	66.7	43	67.4	42	83.3	60	83.3	48	66.7	0.0	-16.6
With Disabilities	6	-	6	-	8	-	13	30.8	10	40.0	-	9.2	6	-	6	-	7	-	12	58.3	11	45.5	-	-12.8
WO Disabilities	57	80.7	54	83.3	58	82.8	70	95.7	61	90.2	9.5	-5.5	57	77.2	54	81.5	58	86.2	70	91.4	61	83.6	6.4	-7.8
Homeless	0	-	0	-	0	-	2	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	30	83.3	18	72.2	33	78.8	32	81.3	29	89.7	6.4	8.4	30	80.0	18	72.2	32	90.6	31	87.1	29	79.3	-0.7	-7.8

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

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

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

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	57	80.7	58	75.9	61	63.9	60	80.0	78	82.1	1.4	2.1	57	73.7	58	67.2	60	60.0	60	60.0	78	78.2	4.5	18.2
Female	27	85.2	28	78.6	24	75.0	27	88.9	33	81.8	-3.4	-7.1	27	66.7	27	59.3	23	60.9	27	66.7	33	81.8	15.1	15.1
Male	30	76.7	30	73.3	37	56.8	33	72.7	45	82.2	5.5	9.5	30	80.0	31	74.2	37	59.5	33	54.5	45	75.6	-4.4	21.1
African American	1	-	1	-	1	-	0	-	3	-	-	-	1	-	2	-	1	-	0	-	3	-	-	-
Asian**	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	11	63.6	13	69.2	13	61.5	14	64.3	16	81.3	17.7	17.0	11	72.7	13	61.5	12	58.3	14	50.0	16	62.5	-10.2	12.5
Indochinese**	1	-	1	-	1	-	0	-	-	-	-	-	1	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	38	92.1	40	80.0	37	64.9	35	82.9	47	80.9	-11.2	-2.0	38	78.9	39	69.2	37	59.5	35	65.7	47	83.0	4.1	17.3
Multiracial	5	-	3	-	9	-	10	100.0	12	91.7	-	-8.3	5	-	3	-	9	-	10	60.0	12	91.7	-	31.7
English Learner	3	-	1	-	4	-	4	-	3	-	-	-	3	-	0	-	4	-	4	-	3	-	-	-
English-Speaking	54	85.2	57	77.2	57	68.4	56	83.9	75	85.3	0.1	1.4	54	77.8	58	67.2	56	64.3	56	62.5	75	80.0	2.2	17.5
Reclassified†	2	-	2	-	4	-	1	-	6	-	-	-	2	-	2	-	4	-	1	-	6	-	-	-
Initially Eng. Speaking	52	88.5	55	78.2	53	67.9	55	83.6	69	84.1	-4.4	0.5	52	78.8	56	67.9	52	63.5	55	61.8	69	81.2	2.4	19.4
Econ. Disadv.*	19	68.4	18	72.2	18	61.1	19	63.2	20	85.0	16.6	21.8	19	63.2	16	68.8	17	58.8	19	42.1	20	75.0	11.8	32.9
Non-Econ. Disadv.	38	86.8	40	77.5	43	65.1	41	87.8	58	81.0	-5.8	-6.8	38	78.9	42	66.7	43	60.5	41	68.3	58	79.3	0.4	11.0
Gifted	22	95.5	24	95.8	23	91.3	15	86.7	30	96.7	1.2	10.0	22	90.9	24	91.7	22	95.5	15	73.3	30	93.3	2.4	20.0
Not Gifted	35	71.4	34	61.8	38	47.4	45	77.8	48	72.9	1.5	-4.9	35	62.9	34	50.0	38	39.5	45	55.6	48	68.8	5.9	13.2
With Disabilities	3	-	11	27.3	22	22.7	9	-	12	58.3	-	-	3	-	11	9.1	21	57.1	9	-	12	50.0	-	-
WO Disabilities	54	81.5	47	87.2	55	70.9	51	84.3	66	86.4	4.9	2.1	54	72.2	47	80.9	54	66.7	51	62.7	66	83.3	11.1	20.6
Homeless	1	-	0	-	0	-	2	-	2	-	-	-	1	-	0	-	0	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	19	73.7	26	76.9	15	66.7	27	74.1	26	76.9	3.2	2.8	19	63.2	26	69.2	14	64.3	27	48.1	26	73.1	9.9	25.0

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

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

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

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

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

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. All students will have access to Lexia Core 5 to support student learning in ELA. Lexia Core 5 provides individualized instruction in the area of ELA as well as detailed data for classroom teachers to provide tier 1 and tier 2 interventions.
Staff will receive on-going professional development / whole site and also grade level specific.

***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.
Software License		$7,853.00	09800-5841	Support all learners with individualized reading support.	Of the students who engaged in Lexia with Fidelity, 83% of that group had met or exceeded grade level standards by the end of the year.	We had 176 students engage with Lexia with fidelity. We had another 100 students who did not and then another 174 not engage at all.	We have renewed our efforts this year to get all students engaged with fidelity on Lexia. We have made it a requirement for our K, 1 and 2 grade classes that all students will be engaged with fidelity. In addition, in our RTI we are

							using Lexia with our 3-5 grade students who are performing below grade level.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Principal and District Math Resource teacher will support and collaborate with classroom teachers to impact teacher effectiveness. Focus to support classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). District Math Resource teacher will also plan professional development (plan, organize, and facilitate) in Math. In addition, District Math Resource teacher will work directly with principal to engage community partners, students and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress in math.

***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.
Regular Teacher - NEW POSN, SBB2512856	--	--	09800-1107	Purchase 0.1 FTE to provide time for equitable weekly PLCs.	Last year the teachers were able to engage in a wheel of elective offerings for their students once per week where the teachers spent an hour a week engaged in PLC's	Due to the disruption the teachers were not able to complete their grade level goals and did not have the opportunity to measure their data. In addition, the	We started this school year in an online format, due to constraints with timing and teacher schedules we were not able to offer the same enrichments. The teachers are using once a month

					and cross grade level planning time.	electives offerings were disbanded during that time.	PLC time to meet as a grade level, plan and come up with new goals. We are going to re-evaluate this release time when we return to campus.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. All students will have access to Lexia Core 5 to support student learning in ELA. Lexia Core 5 provides individualized instruction in the area of ELA as well as detailed data for classroom teachers to provide tier 1 and tier 2 interventions.
Staff will receive on-going professional development / whole site and also grade level specific.

***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.
Software License	--	--	09800-5841	Provide individualized reading instruction to all learners.	Of the students who engaged in Lexia with Fidelity, 83% of that group had met or exceeded grade	We had 176 students engage with Lexia with fidelity. We had another 100 students who did not and then	We have renewed our efforts this year to get all students engaged with fidelity on Lexia. We have made it a requirement for our

					level standards by the end of the year.	another 174 not engage at all.	K, 1 and 2 grade classes that all students will be engaged with fidelity. In addition, in our RTI we are using Lexia with our 3-5 grade students who are performing below grade level.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Principal and OLA resource teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. Principal and OLA will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Staff will also continue to receive professional development (plan, organize, and facilitate) in both ELA and Math with a focus on supporting ELLs.

***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.
Regular Teacher - NEW POSN, SBB2512856	0.10000	$13,519.21	09800-1107	Purchase 0.1 FTE to provide time for equitable weekly PLCs.	Last year the teachers were able to engage in a wheel of elective offerings for their students once per week where the teachers spent an	Due to the disruption the teachers were not able to complete their grade level goals and did not have the opportunity to	We started this school year in an online format, due to constraints with timing and teacher schedules we were not able to offer the same enrichments.

					hour a week engaged in PLC's and cross grade level planning time.	measure their data. In addition, the electives offerings were disbanded during that time.	The teachers are using once a month PLC time to meet as a grade level, plan and come up with new goals. We are going to re-evaluate this release time when we return to campus.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Retired teacher will administer the ELPAC assessment to all English Learner students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClsrm Tchr Hrly		$1,000.57	09800-1986	Retired Teacher will administer ELPAC assessment.	Due to the disruption of Covid19 we were not able to complete the ELPAC assessments and have had to carry that over into the fall.	We are currently working on assessing all students who were not tested in the spring and any new students who have to be tested as this fall.	Timeline shift due to Covid19.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Students will participate in high quality enrichment classes while teachers and Education Specialists are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

Visiting teachers are essential for classroom teachers and Education Specialists to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, and cross classroom visits.

***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.
Regular Teacher - NEW POSN, SBB2512856	--	--	09800-1107	Purchase 0.1 FTE to provide time for equitable weekly PLCs.	Last year the teachers were able to engage in a wheel of elective offerings for their students once per week where the teachers spent an hour a week engaged in PLC's and cross grade level planning time.	Due to the disruption the teachers were not able to complete their grade level goals and did not have the opportunity to measure their data. In addition, the electives offerings were disbanded during that time.	We started this school year in an online format, due to constraints with timing and teacher schedules we were not able to offer the same enrichments. The teachers are using once a month PLC time to meet as a grade level, plan and come up with new goals. We are going to re-evaluate this release time

							when we return to campus.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. All students will have access to Lexia Core 5 to support student learning in ELA. Lexia Core 5 provides individualized instruction in the area of ELA as well as detailed data for classroom teachers to provide tier 1 and tier 2 interventions.
Staff will receive on-going professional development / whole site and also grade level specific.

***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.
Software License	--	--	09800-5841	Provide individualized reading instruction to all learners.	Of the students who engaged in Lexia with Fidelity, 83% of that group had met or exceeded grade level standards by the end of the year	We had 176 students engage with Lexia with fidelity. We had another 100 students who did not and then another 174 not engage at all.	We have renewed our efforts this year to get all students engaged with fidelity on Lexia. We have made it a requirement for our K, 1 and 2 grade classes that all students will be engaged with fidelity. In addition, in our RTI we are using Lexia with our 3-5 grade students

							who are performing below grade level.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. In addition, all classroom teachers and Education Specialists will have opportunities to participate in lesson studies in weekly PLCs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Regular Teacher - NEW POSN, SBB2512856	--	--	09800-1107	Purchase 0.1 FTE to provide time for equitable weekly PLCs.	Last year the teachers were able to engage in a wheel of elective offerings for their students once per week where the teachers spent an hour a week engaged in PLC's and cross grade level planning time.	Due to the disruption the teachers were not able to complete their grade level goals and did not have the opportunity to measure their data. In addition, the electives offerings were disbanded during that time.	We started this school year in an online format, due to constraints with timing and teacher schedules we were not able to offer the same enrichments. The teachers are using once a month PLC time to meet as a grade level, plan and come up with new goals. We are

							going to re-evaluate this release time when we return to campus.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

All students will have access to Lexia Core 5 software for individualized ELA/Reading support.
All staff will receive professional development to support utilizing program to support targeted small group instruction in class.

***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.
Software License	--	--	09800-5841	[no data]	Of the students who engaged in Lexia with Fidelity, 83% of that group had met or exceeded grade level standards by the end of the year	We had 176 students engage with Lexia with fidelity. We had another 100 students who did not and then another 174 not engage at all.	We have renewed our efforts this year to get all students engaged with fidelity on Lexia. We have made it a requirement for our K, 1 and 2 grade classes that all students will be engaged with fidelity. In addition, in our RTI we are using Lexia with our 3-5 grade students who are performing below grade level.

Note/Reminders (optional):
What are my leadership strategies in service of the goals?

My leadership strategies in service of the goals are:

- Engage with Lexia online and review students' progress
- Meet with grade level teams on a monthly basis and review the Lexia results for their students
- Send out reminders to parents to have families login to Lexia/host meeting to review the benefits of Lexia
- Run Lexia reports for SPED meetings to update families on students' progress
- Monitor Lexia more closely overall
- Review and determine if the extra 0.1 FTE is being utilized to the best of the school's use – collect data
- Meet with teachers are the utilization of release time for PLC's – determine what the priority is