

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SPRECKELS ELEMENTARY** SCHOOL

2020-21

37-68338-6040174
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: Cazary, Michel

Contact Person: Cazary, Michel

Position: Principal

Telephone Number:

Address: 6033 Stadium St, Spreckels Elementary, San Diego, CA, 92122-3307,

E-mail Address: mcazary@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

TABLE OF CONTENTS

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

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

This School Plan for Student Achievement fulfills the requirements of schoolwide program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

Stakeholder Involvement in Development of SPSA Plan

- SSC Meeting Feb 2020 - budget approval
- SSC Meeting 9/25/20
- Staff Meeting 9/30/20
- SSC Meeting 10/2/20 - SPSA approval

RESOURCE INEQUITIES

In 2019-20 we worked hard to increase achievement for all students by investing our categorical resources in:

- VAPA teachers to cover PLC time for teachers to come together around student achievement
- Visiting teachers to cover our Leadership Team to come together for 4 full-day retreats
- Funding an additional 1.5 days of counseling/week to support the social-emotional development of our students as well as refine our Response to Intervention Program
- Funding an 8 hour/week EL assistant to work on supporting ELs and reclassification
- Paying for multiple teachers admission to attend Columbia University Teachers College Reading or Writing Summer Institute

Our 2019 CAASPP data indicates that we have seen the achievement of our students increase across the board. Spreckels went up 9% overall in Mathematics, up 6% overall in English Language Arts. While we saw data increases across the board we still see a stark inequity between our overall achievement of our student body and the achievement of our English Learners, which will be an area of focus in the 2019-20 school year. Root cause analysis indicates we have some critical areas of focus to continually move the achievement dial for all learners- increasing our attendance rate with a focus on students who are chronically absent, continue our work on Tier 1 instruction with a focus on inclusivity and collaboration to increase

Spreckels Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

engagement in learning, and focused differentiated and targeted instruction for our students not yet performing at grade level. In order to work strategically on these areas, we have aligned our focus, resources, and strategic plan to match the needs of our school community. Due to school closures in March 2020, CAASPP did not occur. Many goals will move forward with the anticipation of testing in Spring 2021.

This will be our first year not receiving Title I funding as well as a decrease in LCFF funding due to changing demographics in our enrollment. We are closely working our PTA to fund critical programs for continuity. For 2020-21 our PTA has committed to fund copy paper, nine rounds of half-day VAPA PLCs for all grade levels, Lexia Core 5 Online reading program, Raz-Kids online reading program, and Achieve 3000 online reading program.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Irene Robles	Parent
Armando Tovar	Parent
Derek Smith	Parent
Jessica Lala	Parent
Erik Olson	Parent
Michel Cazary	Principal
Mike French	Classroom Teacher
Terri Cowell	Classroom Teacher
Tina Irwin	Classroom Teacher
Samantha Herrera	Other School Personnel

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**

Spreckels Elementary was able to implement all strategies listed in the 2019-20 plan until school closure in March 2020. Having additional counseling time was essential in the success of these programs as they oversaw the entire program and supported all of the work being done site-wide to encourage and celebrate positive attendance.

We set goals for the 2019-2020 school year based on the 2018 CA Dashboard with a focus on improving the chronic absenteeism rates for all students, English Learners, Hispanic or Latino students, and Students with Disabilities. We also set goals to increase our monthly attendance rates for all students. On the 2019 California Dashboard, Spreckels had shown noted improvement in decreasing chronic absenteeism: For "All Students" we decreased from 10.8% to 9.2%, English Learners went from 11.5% to 9.9%, Socioeconomically Disadvantaged Students went from 15% to 15.4%, Students with Disabilities went from 25.6% to 19.4%, and Hispanic Students went from 14.9% to 13.3%.

Our site monthly attendance was at 97% or higher every month from September through February. With sites closing mid-March, the way that we tracked attendance through the end of the school year changed. We were able to get about 98% attendance and 99% connectivity with students and families during online learning from April to June. We will set a new goal for attendance for the 2020-2021 school year and move out chronic absenteeism goals forward as we do not have 2020 CA Dashboard data.

***Major Differences**

There were no major differences in the intended implementation and budgeted expenditures from September 2019-March 2020. Upon school closure, our attendance strategies pivoted to be responsive to distance learning. We heavily employed the use of our counselor, tight monitoring of participation, and consistent messaging on the importance of attendance. However, our school wide incentives were not utilized during distance learning.

*Changes						
We saw positive results from this goal and intend to maintain all strategies from our 2019-20 goal. We are layering in the support of home visits as part of a tiered strategy to reduce the risk of chronic absenteeism with our families who struggle with attendance.						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Maintain monthly attendance at 97.5% or higher	97%	97.5%	Attendance	Monthly
June 2021	TK-5	Decrease chronic absenteeism	9.2%	7%	Chronic Absenteeism	Annually
*Identified Need						
Attendance is a critical factor in student success. Our attendance data at Spreckels has tended to start at a higher rate at the beginning of the school year and then taper off. Additionally, we have various special populations of students who are chronically absent. Our work in goal one is to consistently maintain a high overall attendance rate at Spreckels while systematically decreasing chronic absenteeism.						
On the 2019 California Dashboard, Spreckels is in the Green Performance Level for Chronic Absenteeism at 9.2%, which is a decrease of 1.6% from 2018. We have one student group in the Orange: Socioeconomically Disadvantaged. We have no groups in the Red.						
Based on district-wide initiatives, we are also including AMOs for Students with Disabilities, English Learners and Black or African Americans. Our Students with Disabilities are in the Yellow Performance Level. In the Yellow Performance Level, we have four student groups. We can see there is a significant percentage of students who are chronically absent in three student groups: Students with Disabilities, Hispanic, and Two or More Races. The 5.4% of our White students who are chronically absent do not represent a significant number of students at our site. We will track them with all students in the overarching goal. Our Students with Disabilities are at 19.4% chronically absent, which is a decrease of 6.2% from 2018. We also want to set AMOs for Hispanic and Two or More Races as a significant percentage of these students are chronically absent. At Spreckels, our English Learners are in the Green Performance Level for Chronic Absenteeism with 9.9% chronically absent with is a decrease of 1.6% from the previous year. Our Black or African American student group is too small to have state level data reported so we will structure their AMO around our site-based metric of attendance.						
While we are excited about the positive trajectory of our attendance data and the decline of our chronic absenteeism, we understand there is still further work to be done in decreasing the number of students who miss 10% or more of their instructional school year. We intend for our continued efforts to decrease these numbers further as reflected in our goals.						
*Online Learning Implications						
Spreckels team has developed a tiered system of monitoring and support for attendance during online learning. The system works as follows: Tier 1 requires teachers to monitor attendance daily and reach out to students if they do not show up without reason, this hard and anecdotal data is captured in a						

Spreckels Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

weekly report reviewed by the site attendance team. If a teacher is unsuccessful in re-engaging the student, the attendance team begins Tier 2, which involves reaching out to the family. Should Tier 2 not be effective, the team moves to Tier 3 and initiates a home visit. If Tier 3 is unsuccessful, the district team is notified for support.

*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	Hispanic or Latino	Decrease chronic absenteeism	13.3%	10%	Chronic Absenteeism	Monthly
June 2021	TK-5	English Learner	Decrease chronic absenteeism	9.9%	7%	Chronic Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	19.4%	13%	Chronic Absenteeism	Monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	15.4%	10%	Chronic Absenteeism	Monthly
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism	15.5%	10.5%	Chronic Absenteeism	Monthly
June 2021	TK-5	Black or African American	Increase attendance	Baseline	+5%	Attendance	Monthly

Strategy 1- Tiered Attendance Supports

*Students to be served by this Strategy/Activity

Unduplicated students/All students who are at-risk of being chronically absent

*Strategy/Activity - Description

The UPP at Spreckels is 39.2% for the 2020-2021 school year. Knowing that these students in particular depend on schools to provide them resources, the site determined that adding an additional day and a half of counseling would be a good support for students both their academic and social-emotional well-being. The counselor will be the lead of our Site Attendance Team. The team will meet weekly to review attendance data and intervene as necessary. By increasing the frequency of meetings from the previous year, this will allow the team to initiate interventions in an efficient and timely manner. Using data from the classroom teacher, interventions designed with the classroom teacher will include determining the cause for regular absences to mitigate them, making regular family contacts, supplying families with needed supports to attend school, resolving transportation issues, conducting home visits. The counselor also plays key roles in our RtI process, our No Place for Hate program among other essential programs for our entire site.

Spreckels Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02631X	School Counselor	0.30000	\$26,121.60	\$39,055.92	0263-09800-00-1210-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Lead of site attendance team.
*Additional Supports for this Strategy/Activity									
This strategy rests upon the support of our bilingual Attendance Clerk.									
Strategy 2- Schoolwide Attendance Incentives/Messaging									
*Students to be served by this Strategy/Activity									
Unduplicated students/all students within the school									
*Strategy/Activity - Description									
<p>Spreckels attendance team will implement the following messaging campaigns and incentives to continue to boost school wide attendance:</p> <ul style="list-style-type: none"> - Regular messaging to families regarding the importance of attendance (school messenger, Family Friday Principal Chats, Monthly Newsletter, Weekly family emails) - Regular messaging to students regarding the importance of attendance (Wildcat Wednesday Assemblies and videos, public attendance tracking) - Incentivize positive attendance with monthly attendance tracking and class rewards 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0263-09800-00-1210-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02631X	As lead of attendance team, counselor will lead and oversee all elements of this strategy.
*Additional Supports for this Strategy/Activity									
Purchase of schoolwide incentives utilizing ASB funds and/or PTA contributions.									

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

Through our focused work over the course of the 2018-19 school year, we saw increased reading achievement at each grade level TK-5th grade. Our release time in PLCs was focused on student achievement and the implementation of strategies and support for our struggling learners. Additionally, through strengthening our RtI meeting and monitoring process, overseen by our counselor, we increased our ability to identify struggling learners that were "falling through the cracks" in previous years.

In 2019-20, we continued our strong work around supporting our students' development in literacy. With a strong focus on our struggling learners, we utilized an online, computer-adaptive reading program to support our students as an intervention. We also maintained our focus in PLCs and RtI. Our goals for 2019-2020 were around improved performance on the CAASPP ELA for all students, English Learners, and Students with Disabilities. Due to the pandemic, sites were closed in mid-March and no state testing happened. These goals will be moved forward. We will also be setting goals this year around a site-based metric so that we can more regularly monitor student achievement.

*Major Differences

Upon the closure of schools in March 2020, several of our strategies were modified or put on hold:

- RtI meetings did not occur during the last trimester of school
- Lexia, our online reading support program, was made available to ALL students regardless of level to support online learning
- PLCs supported by VAPA teachers were sunsetted
- Amount of instruction per day was significantly modified March 2020-June 2020
- Supplemental instructional materials were purchased but arrived late in the year (after March)

- SBAC testing did not occur
 - Reading Support Teacher did not perform full 10 weeks of support and support was entirely online
- As a result we did not have a full year of implementation of our proposed strategies

***Changes**

Moving into the 2020-21 school year, we no longer qualify for Title I funds and have received a reduction in our LCFF funding. As a result, a number of strategies will be modified. We will no longer fund a reading support teacher, we have looked to PTA to fund our VAPA PLCs and continue to fund Lexia, ILT retreats have been cut back.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Will meet or exceed standards	60%	70%	CAASPP ELA	annually
June 2021	TK-5	increase the percentage of students at or above grade level	baseline	70%	DRA 2	annually

***Identified Need**

This goal was formed based on several data points. The first data point was looking at the history of ELA CAASPP scores and their trajectory over time in conjunction with the implementation of our new curriculum. In 2017, our overall ELA scores were 57%, in 2018, 52%, and in 2019, 60%. When we consider this alongside teacher-reported reading data in primary grades, we can anticipate that we will see increased growth as we continue our work. At the end of 2019, we had a 2nd-grade class who had had the entirety of their instruction at Spreckels taught through the Teachers College Units of Study. The data reflected that 75% of these 2nd graders (entering 3rd grade this year) were at or above grade level in reading. This is a sharp increase from the previous year's data. It is promising that the data from Kinder and 1st grade at the end of 2019 mirrors success rates in the 70% for both of these groups as well. We are maintaining the same goal for the 2020-21 school year in hopes CAASPP testing will occur.

On the 2019 CA Dashboard for the English Language Arts indicator, Spreckels is in the Blue Performance Level at 15 points above standard, which is an increase of 16.2 points from 2018. We have no students in the Red Performance Level. Our Students with Disabilities group is in the Orange Performance Level at 83.6 points below standard. This is an increase from 2018 of 8.7 points. In support of district-wide initiatives, we are also including AMOs for English Learners and Black or African American students. Our English Learners group is 47.3 points below standard. This is an increase from 2018 of 16.1 points. Our African American student group is too small for state-level reported data. We will be setting an AMO for this group using a site-based metric.

***Online Learning Implications**

During online learning, students are still expected to make adequate growth in English Language Arts. In order to support this, we have implemented several specific strategies for online learning:

- Purchased the online video library of lessons from the Teacher's College, writers of our known literacy curriculum

Spreckels Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Created aligned online teaching schedules to maximize literacy support for struggling learners
- Implemented small group literacy instruction immediately for early readers

*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	will meet or exceed	16%	25%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	will meet or exceed	18%	25%	CAASPP ELA	annually
June 2021	TK-5	Black or African American	at or above grade level	Baseline	70%	DRA 2	annually

Professional Development

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

In order to support the reading development of all our students, teachers will engaged in job-embedded professional learning combining whole staff professional development on science of how people learn alongside grade level PLC inquiries into their own practice. This study will allow teachers to refine their Tier 1 instruction and support all students in engaging in rigorous literacy instruction.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02638P	Prof&Curriclm Dev Vist Tchr		\$4,906.00	\$5,999.54	0263-00000-00-1192-1000- 4760-01000-0000	Discretionary Alloc	[no data]		Sub support for ILT and teacher collaboration

*Additional Supports for this Strategy/Activity

PTA- funded VAPA PLCs for grade level teams to meet nine times/year

Online Reading Support Programs

*Students to be served by this Strategy/Activity

All students

***Strategy/Activity - Description**

Utilize online reading support programs to supplement reading instruction. Such programs are extra critical during a year when much of our teaching is occurring online. These programs lay alongside strong teaching and learning and provide opportunities for literacy practice beyond the school day. These programs allow teachers to assign leveled tasks to students for independent practice in their area of need. The programs/online tools used are:

- Teacher's College Online Video Library (Grades TK-5)

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0263S	Supplies		\$5,000.00	\$5,000.00	0263-00000-00-4301-1000-1110-01000-0000	Discretionary Alloc	[no data]		Use to purchase video library for teachers

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

PTA has funded the following literacy programs for the 2020-21 School Year:

- Lexia Core 5 (Grades TK-5)
- Raz-Kids (Grades TK-2)
- Achieve 3000 (Grades 3-5)

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
<ol style="list-style-type: none"> 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
<p>In 2019, Spreckels saw an increase in overall math performance on the CAASSP Assessment of 8% overall from 54% to 62%. Our focus on reading and thinking in PLCs translated directly to our students' mathematical skills of reasoning and ability to explain their thinking. Additionally with the support of a math coaching cycle in 2019, our staff has become increasingly aware of varying ways to teach mathematics for in-depth understanding. Such curiosity has prompted 3 teams to engage in math inquiries during their PLC time during the 2019-20 school year.</p> <p>Our goals for 2019-2020 were around improved performance on the CAASPP math for all students, English Learners, and Students with Disabilities. Due to the pandemic, sites were closed in mid-March and no state testing happened. These goals will be moved forward. We will also be setting goals this year around a site-based metric so that we can more regularly monitor student achievement.</p>
*Major Differences
Several PLCs began to shift their focus towards math instruction and learning. Their time to probe this inquiry was cut short when school closed in March 2020.
*Changes
With the loss of our Title 1 funding for the 2020-21 school year and a reduction in LCFF, we will seek creative ways to continue to support teachers in coming together in professional learning communities to study and implement best practices in teaching and learning, specifically mathematics.

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	meet or exceed	62%	70%	CAASPP Math	Annually	
June 2021	TK-5	meet or exceed	baseline	70%	End of Unit Assessments	Quarterly	
*Identified Need							
<p>As our students make continual growth in mathematics, we have set a goal to demonstrate their learning on state standardized testing to continue to demonstrate mastery using this measure.</p> <p>On the 2019 CA Dashboard for the Mathematics indicator, Spreckels is in the Blue Performance Level at 20.5 points above standard, which is an increase of 22.2 points from 2018. We have no students in the Red Performance Level. In support of district-wide initiatives, we are also including AMOs for English Learners and Black or African American students. Our Students with Disabilities group is in the Yellow Performance Level at 72.5 points below standard. This is an increase from 2018 of 24.5 points. Our English Learners group is 26.2 points below standard. This is an increase from 2018 of 28.1 points. Our African American student group is too small for state-level reported data. We will be setting an AMO for this group using a site-based metric.</p>							
*Online Learning Implications							
<p>We are offering virtual assessments in all classrooms for mathematics. Teachers are teaching virtual lessons utilizing district- provided curriculum and are arranging for small groups as needed.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed	19%	28%	CAASPP Math	annually
June 2021	3-5	Students with Disabilities	meet or exceed	24%	34%	CAASPP Math	annually
June 2021	TK-5	Black or African American	at or above grade level	baseline	70%	End of Unit Assessments	quarterly
Response to Intervention/MTSS							
*Students to be served by this Strategy/Activity							
<p>Unduplicated Students (TK-5) that are below grade level in mathematics.</p>							
*Strategy/Activity - Description							
<p>Continue our RtI process to identify and intervene with struggling readers while designing creative interventions and collaborating with their families. Become strategic in targeting gaps in mathematics through interventions.</p>							

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0263-09800-00-1210-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02631X	Oversee RtI Process
*Additional Supports for this Strategy/Activity									
District-funded ST Math Program									
Tier 1 Math Instruction									
*Students to be served by this Strategy/Activity									
All Students									
*Strategy/Activity - Description									
Refine Tier 1 Math instruction by designing lessons with effective collaboration, math concepts, and mathematical habits of mind.									
*Additional Supports for this Strategy/Activity									
VAPA PLCs funded by PTA District provided online math resources									

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

As of the June 2019 ELPAC, 97.7% of our eligible English Learners had been reclassified. Additionally, In June 2019, 16% of our English Learners met or exceeded standards on ELA CAASPP and 19% of our English Learners met or exceeded standards on Mathematics CAASPP. During this same year, we reclassified 43 students. Only two eligible students did not reclassify due to parent requests. This high classification rate was due to targeted monitoring and support by our newly created EL assistant position. This staff member identified all students eligible for reclassification but not yet at a sufficient academic level and provided coaching and support to those students. Close analysis of our 2019 ELPAC annual data indicates that the majority of our English learners are making progress in Speaking, Listening, and Writing, but are continuing to struggle in Reading. Further analysis of RtI and Special Education data indicates that our English Learner population is the most highly referred subgroup for special education assessments.

Furthermore, through tracking the special education qualification process, the overwhelming qualification processing area for our English Learners when assessed for Special Education is phonological processing. Analysis indicates we need to be more effective in providing reading support and intervention to our struggling English Learners.

Our goals for 2019-2020 were around improved performance on the CAASPP ELA for English Learners as well as ensuring we are reclassifying all eligible students. While we were able to reclassify all of our eligible students last year, due to the pandemic, sites were closed in mid-March and no state testing happened. These CAASPP goals will be moved forward. We will also be setting goals this year around a site-based metric so that we can more regularly monitor student achievement.

***Major Differences**

The continuation of the EL assistant position for eight hours/week proved to be an effective measure in supporting our reclassification rate for students. However, the limited time in the position did not yield as much student support as needed in terms of small group and one-on-one goal setting with students. For the 2019-20 school year, our EL Assistant focused on one-on-one conferences with our 4th and 5th grade students at risk of being Long-Term English Learners. Due to the closure of school in March 2020, Summative ELPAC was not administered to completion.

***Changes**

We are moving forward with supporting our English Learners through strengthening Tier 1 instruction, monitoring, providing language instruction and supports, and designated ELD. We will maintain our EL assistant but will be refining our practice around integrated and designated ELD in hopes of closing the achievement gap between our students learning English and our native and reclassified speakers. We will continue to promote a high reclassification rate for our learners.

***Integrated English Language Development**

- Use our school-wide focus on collaboration to specifically design instruction to meet the need of diverse learners, specifically English Learners through smartly designed collaborative room environment, creating of strategic partnerships, and lesson design with collaboration in mind.
- Use PLC time to identify English Learners by name and need and plan for language support embedded in core lessons.

***Designated English Language Development**

Grade levels determine the language learning needs within the classrooms and deliver a Designated ELD program provided by SDUSD.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standards	16%	25%	CAASPP ELA	Annually
June 2021	3-5	English Learner	meet or exceed standards	19%	25%	CAASPP Math	Annually

***Identified Need**

Our focus is to close the achievement gap between our students learning English and our native and reclassified English Speakers. In order to do so, we are working on targeted supports for our students to learn English and experience academic success. We are looking at the CAASPP data to ensure our English Learners are making progress relative to state standards.

On the 2019 CA Dashboard, our English Learners are in the Yellow Performance Level for ELA at 47.3 points below standard, which is an increase of 16.1 points from 2018. The ELA Data Comparisons show that our Current English Learners are 106.7 points below standard (increased 3.7 points), our Reclassified English Learners are 31.2 points above standard (increased 6.5 points) and our English Only students are 35.7 points above standard

Spreckels Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

(increased 10.8 points). They are also in the Yellow Performance Level for math at 26.2 points below standard (increased 28.1 points from 2018). The Math Data Comparisons show that our Current ELs are 65.7 points below standard (increased 18.9 points), our Reclassified English Learners are 27.1 points above standard (increased 24.4 points) and our English Only students are at 37.1 points above standard (increased 15.1 points).

The English Learner Progress Indicator provided by the 2019 CA Dashboard show that 47% of our EL students are making progress towards English language proficiency, which is considered a Medium Performance Level.

*Online Learning Implications

Designated and Integrated ELD continue to be a part of daily schedules regardless of instruction occurring online or in person. In fact, online instruction has simplified our teachers' abilities to pull small groups based on need and language level. Additionally the use of Benchmark ELD (district-provided curriculum) is supportive of online teaching since it has a companion online component.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	English Learner	who are eligible for reclassification will reclassify	98%	100%	Summative ELPAC	annually

Monitoring of English Learners

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

This strategy will specifically support the population of English Learners at Spreckels. Additionally, as we refine our practice around language development, many other learners who may not be learning English will benefit as well. In order to be more strategic and focused on supporting our English Learners we will implement the following strategies:

- Close tracking and support of newly reclassified students
- Weekly meeting between the principal and EL assistant to track EL data and discuss students as they enroll

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02631Y	ESL Asst	0.20000	\$6,054.00	\$13,374.46	0263-00001-00-2101-1000-1110-01000-0000	Site Funded Positions	[no data]		Closely monitor progress of English Learners

Literacy Support Intervention									
*Students to be served by this Strategy/Activity									
At Risk English Learners struggling in area of Reading (as determined by ELPAC and teacher assessments)									
*Strategy/Activity - Description									
Since ELPAC data indicated reading as an area of need for many of our English Learners, Lexia Core 5, a Computer Adaptive Online Reading Program will be used to support reading development (online or in brick and mortar) and support an acceleration of reading progress for our struggling English Learners.									
*Additional Supports for this Strategy/Activity									
PTA Funded Lexia Core 5 Reading Program									
Professional Development									
*Students to be served by this Strategy/Activity									
English Learners/unduplicated students									
*Strategy/Activity - Description									
The scope and sequence of professional learning opportunities will be focused on strengthening our core instruction with a focus on strategic partnerships and collaboration to increase language opportunities for our students learning English as well as increase active participation in learning. This plan is developed and monitored by our Instructional Leadership Team.									
*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				0263-00000-00-1192-1000- 4760-01000-0000	Discretionary Alloc	[no data]	Goal 2 - English Language Arts Ref Id : N02638P	Support for ILT meetings
*Additional Supports for this Strategy/Activity									
PTA funding of VAPA PLCs for grade levels to apply learning from Professional Development in team planning and inquiry									

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

Spreckels Elementary was able to implement all strategies listed in the 2019-20 plan until school closure in March 2020. Having additional time for teachers to work together in PLCs was essential in the success of the intervention supports that we put in place site wide. Provided this time to work together in their teams, teachers were able to have time to collect and review student data and construct appropriate interventions. The paraeducator training conducted at the school site was instrumental in the increased support for our Students with Disabilities.

Our goals for 2019-2020 were around improved performance on the CAASPP ELA and Math for our Students with Disabilities group. We also get goals around IEP progress. Due to the pandemic, sites were closed in mid-March and no state testing happened. These goals will be moved forward. We will also be continuing our site-based metric around IEP goals so that we can more regularly monitor student achievement.

*Major Differences

Upon the closure of schools in March 2020, several of our strategies were modified or put on hold. As a result, we did not have a full year of implementation of our proposed strategies.

*Changes

We saw positive results from this goal and intend to maintain all strategies from our 2019-20 goal. We are going to develop a system of tracking student progress on their IEP goals more consistently so that this data point can serve as a talking point during collaborations between classroom teachers and paraeducators.

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-5	on progress to meet or exceed	N/A	80%	Progress Reports on IEP Goals	tri-annually	
June 2021	3-5	meet or exceed standards on ELA CAASPP	18%	25%	Other (Describe in Objective)	annually	
June 2021	3-5	meet or exceed standards on Math CAASPP	24%	34%	Other (Describe in Objective)	annually	
*Identified Need							
<p>This goal addresses the needs of our students with disabilities to make adequate if not accelerated progress toward their IEP goals. The 2019 CA Dashboard indicates that Students with Disabilities are in the Orange Performance Level for ELA at 83.6 points below the standard, which is an increase of 8.7 points from 2018. For math, this student group is also in the Yellow Performance Level at 72.5 points below the standard, which is an increase from 24.5 points from 2018.</p>							
*Online Learning Implications							
<p>During online learning, we have employed several strategies to best support our Students with Disabilities:</p> <ul style="list-style-type: none"> - Realigned paraeducator schedules to optimize student support and provide extra help with assignments from the general education class - Created grade-level aligned schedules to optimize support - Aligned case managers to grade levels to allow for co-teaching - Strategically clustered students with disabilities in teachable groups in various classrooms 							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	on progress to meet or exceed	N/A	80%	Progress Reports on IEP Goals	tri-annually
Paraeducator Support Training							
*Students to be served by this Strategy/Activity							
Students with Disabilities							
*Strategy/Activity - Description							
Paraeducators play a vital role in the success of our students with disabilities in a variety of settings. Often a primary support, we will focus on building the skills and expertise of our paraeducators to enhance the supports and experiences of our students with disabilities.							

We have seen that our unduplicated students who also have IEPs have additional education needs that we want to support with targeted strategies. We are going to use some of our visiting teacher funds for release time for Special Education Staff to observe students who are dually classified in their general education environment for the following purposes:

- provide in-the-moment feedback to paraeducators
- to ensure our students with disabilities have a pathway to independence in general education classrooms
- to ensure adequate supports are in place

Additionally we will provide paraeducator training in the form of ongoing monthly meetings. This creates a feedback loop of paraeducator needs and providing timely support to them and in turn our students

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

Support from District Resource Teachers and Special Education Administrators

Weekly Special Education Team Meetings

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

Students with Disabilities

***Strategy/Activity - Description**

Weekly Special Education Team Meetings to discuss student progress, student needs, upcoming IEPs, upcoming assessments. This will also be a time for us to discuss service delivery models in service of our student learning needs. Possibility of additional release time for team retreat to look at data and service delivery.

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

Support of District Special Education Resource Teacher

Integrated PLCs

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

Students with Disabilities

***Strategy/Activity - Description**

In thinking of the additional needs of our Unduplicated students who also have IEPs, we will ensure the integration of Special Education teachers into PLCs and grade level team meetings for the planning of Tier 1 instruction for this targeted group of learners. This way the teachers across the site can all work together through their professional development opportunities to develop classroom and intervention supports to help these historically underperforming students.

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

PTA Funded VAPA PLCs

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	meet or exceed grade level expectation	baseline	+10%	Grades	Annually

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

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

***Identified Need**

The Black and African American student group at our site has historically been a very small group. We understand the importance of purposefully collecting data on these students as a means of determining how best the site is helping them feel safe and cared for as well as preparing them academically. The 2020-2021 school year will serve as our baseline as we put in processes to determine which of our students identity as Black or African American (or Two or More Races) and look at their data historically and for this year which will, in turn, be supported by the work that our whole staff is doing around equity, social justice, and culturally responsive teaching.

***Online Learning Implications**

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

Book Studies

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

Black Youth

***Strategy/Activity - Description**

Engage in various book studies throughout the school year with staff on topics of Equity, Social Justice, and Culturally Responsive Teaching.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02632R	Supplies		\$516.00	\$516.00	0263-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase books for staff to engage in book studies

Equity Driven Leadership

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

Black Youth/All Students

***Strategy/Activity - Description**

Engage Instructional Leadership Team in exploring issues of equity on our campus. Through participation in SWIFT grant and coaching, team will develop strategies and supports around equity and Multi-Tiered Systems of Support to take back to their teams.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N026350	Prof&Currielm Dev Vist Tchr		\$1,881.00	\$2,300.27	0263-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc	[no data]		Monies to pay for release time for teachers to participate in ILT meetings

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

District-provided participation in SWIFT grant and costs of subs for training.

No Place For Hate

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

Black Youth/All Students

***Strategy/Activity - Description**

In Spring 2020, Spreckels was designated a No Place for Hate School. We will continue our work around equity and inclusion with specific school-wide tasks to support student connection and diversity:

- Teach and use the No Place for Hate Pledge Weekly
- Conduct student-led community circles in each class regarding friendship, equity, and diversity
- Support individual students and classrooms with additional social-emotional support
- Conduct further No Place for Hate activities

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Counselor Hrly				0263-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 8- Graduation/Promotion Rate Ref Id : N02638Q	Counselor is our No Place for Hate Coordinator.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

For our 2019-20 SPSA Goal in parent involvement, we sought to increase the number of parents who strongly agree that the school actively seeks their feedback before making important decisions based on data from the California Healthy Kids Survey. We implemented all strategies listed: regular parent meetings, parent newsletter, the formation of SGT, and ELAC, as well as bus stop meetings for parents who leave a far distance from the school site. Unfortunately, the CAL-SCHLS did not take place in the spring of 2020 so we will be moving this goal forward.

***Major Differences**

While we implemented all strategies proposed in the 2019-20 SPSA, our parent involvement and decision-making meetings decreased when schools closed in March 2020. Additionally, due to the closure, the California Healthy Kids Survey was not administered during the 2019-20 school year. While general ELAC meetings did have parent attendance, we did not meet our 35% goal and had difficulty forming a true ELAC committee.

***Changes**

Moving into the 2020-21 school year, we plan to stay the course by providing more and varied opportunities for parent engagement and input. We are also planning for administration of the California Healthy Kids Survey this year.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	increase the amount of parents who strongly agree that the school actively seeks their feedback before making important decisions	29%	60%	CAL - SCHLS (CSPS)

***Identified Need**

We appreciate the number of our families who participate in our school events as it promotes a sense of culture across our campus. We also understand that we need to increase the amount of meaningful engagement on the part of our families. Most highly attended events are fun school performances, exhibitions, or events. We also want parents to participate in school-wide meetings, trainings, and committees where they can become informed participants in our school's learning journey. Our goal reflects our charge around this and our motivation to be more inclusive of diverse parents within these groups.

***Online Learning Implications**

While instruction is online, all meetings are held virtually as well. Utilizing clear and consistent communication as well as district translation, we strive to make virtual meetings accessible to all families within the school. If a meeting is informational in nature, it will be recorded for viewing later. Additionally meetings will be arranged around stakeholder schedules to the best of our ability.

Additionally, online parent feedback surveys will be conducted to gain feedback from families to help us refine our program.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	increase parent participation in ELAC meetings	20%	35%	Attendance

ELAC

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

Families of students who speak more than one language at home (English Learners, Initially Fluent English Proficient, Reclassified English Learners)

***Strategy/Activity - Description**

Conduct regular ELAC (English Learner Advisory Council) meetings to provide pertinent information to parents of students learning English. These meetings will also be used to empower parents to better support their children at home.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	ESL Asst				0263-00001-00-2101-1000-1110-01000-0000	Site Funded Positions	[no data]	Goal 4- Supporting English Learners Ref Id : F02631Y	Support ELAC with updated EL information and parent training

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

Partnership with our PTA Executive Board to be more inclusive of diverse parents in school leadership

SSC SGT
*Families to be served by this Strategy/Activity
All families in Spreckels Elementary
*Strategy/Activity - Description
Maintain a high-functioning School Site Council and School Governance Team so that stakeholders can make informed decisions about many aspects of our school.
Parent Family Communication
*Families to be served by this Strategy/Activity
All Families within the Spreckels Community
*Strategy/Activity - Description
Provide high-quality communication to parents through multiple measures to ensure accurate knowledge about school efforts and programs: <ul style="list-style-type: none"> - Monthly newsletter highlighting school focus, important updates, our Social/Emotional work, academic work - Weekly emails regarding school events and reminders - Regular parent meetings highlighting school data, school wide focus, and classroom practices (virtually during site closures and then on campus when able) - Regular school and community tours to onboard new families to understand our school focus and work around equity (virtually during site closures and then on campus once we return to sites)
*Additional Supports for this Strategy/Activity
Close partnership with our PTA to align communication to our parent groups
Specialized Parent Meetings
*Families to be served by this Strategy/Activity
Parents of students who are transported to school via bus.
*Strategy/Activity - Description
Principal to partner with parent leaders from the student population who is transported by bus in order to: <ul style="list-style-type: none"> - Better understand how to connect with the community that lives far from Spreckels - Find ways to engage ALL parents (not just those proximate to the school) - Understand the diverse needs of Spreckels families - Develop a plan of support

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
<ol style="list-style-type: none"> 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
<p>Our goals for 2019-2020 were around improved performance on the DRA for 3rd and 5th graders. Due to the pandemic, sites were closed in mid-March and while we do have end of the year reading levels, we are not feeling comfortable using these assessments, administered during a crisis teaching, to set new goals on. The goals based on the end of year DRAs will be moved forward.</p> <p>Through our 2018-19 Professional Development plan, we supported both 3rd and 5th grade in reading and writing development. Both grades experienced growth in these areas over time: 2018- 56% of the 3rd graders were at or above grade level, In 2019 60% as measured by ELA CAASPP. For 5th grade in 2018, 53% of our students were at or above grade level and in 2019, we reached 60%. We have seen similar gains in mathematics use Math CAASPP as a measure: 3rd grade 2018- 61%, 2019-64%, 5th grade- 2018-46% to 2019- 57%.</p>
*Major Differences
We were able to conduct an afterschool Math Academy for 5th graders for most of the 2018-19 school year. This was not part of our initial plan but proved to be of great benefit to the students who attended. We also hosted a math coaching cycle in two third grade classrooms.
*Changes
We will continue our work around intervention, Tier 1 instruction, and goal setting to produce outcomes that are more equitable for our students.

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3	meet or exceed standard	60%	70%	CAASPP ELA	annually	
June 2021	5	meet or exceed standard	60%	70%	CAASPP ELA	annually	
June 2021	3	be at or above grade level on DRA-2 Assessment (level P/Q or higher)	60%	70%	Other (Describe in Objective)	annually	
June 2021	5	be at or above grade level on Lexile level	60%	70%	Other (Describe in Objective)	annually	
*Identified Need							
<p>This goal was formed based on several data points. The first data point was looking at the history of ELA CAASPP scores and their trajectory over time in conjunction with the implementation of our new curriculum. In 2017, our 3rd grade ELA scores were 48%, in 2018, 56%, and in 2019, 60%. In 2017 our 5th grade ELA scores were 71%, in 2018, 53% and in 2019, 60%. When we consider this alongside teacher-reported reading data in primary grades, we can anticipate that we will see increased growth as we continue our work.</p> <p>On the 2019 CA Dashboard for the English Language Arts indicator, Spreckels is in the Blue Performance Level at 15 points above standard, which is an increase of 16.2 points from 2018. We have no students in the Red Performance Level. We understand that reading data in both 3rd and 5th grade are indicators for future academic success for our students. Efforts to increase our performance in ELA in these two areas will help our students stay on a positive trajectory.</p>							
*Online Learning Implications							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	meet or exceed standards	10%	20%	CAASPP ELA	annually
June 2021	5	English Learner	meet or exceed standards	6%	20%	CAASPP ELA	annually
Grade Level Integrated PLCs							
*Students to be served by this Strategy/Activity							
3rd and 5th grade students							
*Strategy/Activity - Description							
Engage in nine rounds of PLCs focused around designing Tier 1 instruction that meets the needs of diverse learners with special attention to students not in the sphere of success.							

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

PTA-funded VAPA PLCs

5th Grade Targeted Counseling Supports

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

Unduplicated students in the 5th grade

***Strategy/Activity - Description**

The counselor will serve as a classroom and intervention support for this targeted group of unduplicated students. We will utilize counseling services to support social/emotional well-being and academic achievement through:

- College and Career lessons in classrooms as well as college field trip to motivate and support 5th graders
- 5th grade girls group to support emotional well-being and engagement in school
- Other as-needed groups as needs arise

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
F02631Z	School Counselor	0.30000	\$26,121.60	\$39,055.92	0263-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Leading and supporting 5th grade activities and groups.
N02638Q	Counselor Hrly		\$824.00	\$1,007.67	0263-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Support counselor salary to conduct activities and groups listed in goal

RtI/Targeted Supports

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

Unduplicated students/3rd and 5th grade students below grade level in reading

***Strategy/Activity - Description**

For this targeted intervention instruction for the primary benefit of this specific group of unduplicated students, we will refine our RtI process to support struggling learners in the following ways:

- Early identification and tracking of struggling readers through RtI Process
- Creative and collaborative problem-solving process to determine strengths-based interventions
- Goal-setting with progress monitoring
- Clear connection and partnerships with families

We believe that all students will benefit from these strategies.

Spreckels Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0263-09800-00-1210-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02631X	Counselor organizes and oversees our RtI process
*Additional Supports for this Strategy/Activity									
PTA-funded online reading support programs- Lexia Core 5, Raz-Kids, Achieve 3000									

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

After the analysis of our data, the below actions will be taken to support staff and students in moving toward equitable outcomes for all learners. We will continually seek alignment between each practice and our focus for the school year:

Vision/Focus

- Develop a school wide focus based on data so our work as educators across disciplines is aligned
- Develop cycles of learning from school focus to determine concrete instructional practices to teach and support in classrooms across the year (designing a space for community and collaboration, teaching into strategic partnerships, and designing lessons with collaboration in mind)
- Effectively communicate our focus to multiple stakeholders so we can align the depth of our work around equity and inclusivity.
- Enroll community members in our vision and focus to provide more support in classrooms through volunteers

Instructional Leadership Team

- Conduct 3-4 ILT Retreats to look at school wide data and determine next steps
- Coach leadership skills of ILT members to lead their teams toward more equitable outcomes for students
- Guide ILT through a goal-setting process that will then happen with each grade level and each classroom
- Team includes a representative from each grade level, Special Education Team, and our counselor to promote alignment across our system

Professional Learning Communities

- 8 half-day PLCs throughout the year to focus on student achievement data and aligning instructional practices to that data
- work on building strong collaborative structures among adults to promote collective sense of efficacy (class & grade level goal setting)
- Leadership presence in PLCs to coach leadership and support facilitation

Professional Learning

- Provide professional learning that is guided by our school focus and key instructional practices for the year
- Engage teachers in learning that mirrors our work in the classroom (collaborative tasks, strategic partnerships)
- Promote staff leadership in leading professional learning opportunities

- Provide professional learning and growth opportunities for classified staff

Classroom Observation and Feedback

- Spend time regularly in classrooms to provide coaching and feedback aligned to our instructional practices
- Align calendar to allow for ample time in classrooms weekly
- Maximize capacity of office staff to maintain most operations of the school to allow for time in classrooms

Intervention- Academic, Attendance

- Continue to refine our RtI practices to ensure we are supporting the needs of our most fragile learners
- Implement Lexia Learning as a Tier 2 Intervention Program
- Creation of attendance monitoring and support system

School wide Social/Emotional Initiatives

- Partner with No Place for Hate to conduct school wide activities to promote inclusivity and acceptance among staff and students
- Community Circle initiative- training student leaders to conduct community circles in each classroom aligned to each cycle of learning and building a school wide community
- Promotion and support of student-created and student-led clubs
- Explore our discipline practices and behavioral supports to refine our school policy to be inclusive and supportive of students.
- SWIFT grant

Leadership Disposition and Presence

- Lead our system by seeking and leading for alignment between various programs and initiatives and our focus for the year
- Coach into the leadership of others in our system so that WE collectively enact change
- Examine my own biases so I can lead from an genuine place in service of promoting equity for students and staff
- Commitment to hard and honest conversations to interrupt practices that are not supportive of children
- Enroll and engage stakeholders in new ways to facilitate leadership and input into decision-making
- Lead for equity by raising our community's awareness of our equity challenge and our commitment to change outcome (i.e. newsletters, parent talks, professional development, school tours, PLCs, ILT, classroom community circles, etc)
- Create and utilize feedback loop to gain insight into the impact of my leadership so I can readjust as necessary

Stakeholder & Community Involvement

- Institute and strengthen community partnerships to ensure we can support the varied needs of fragile learners in terms of basic needs: food, school supplies, counseling services
- Enroll families and community in our work, vision, and equity mindset

- Find more meaningful ways to engage stakeholders in decision-making processes about Spreckels

Adult Leadership Development

- Invest time and resources in developing the leadership capacity of others so that that change is facilitated through us all
- Leverage part-time Vice Principal for Instructional Leadership and support (influencing areas above)

Online Learning

- Our site has created a tiered system of support for online school attendance and engagement to ensure students are maximizing time with online learning
- Regular parent communication in multiple languages to support all family and student needs (access to food, internet, school updates)
- Regular monitoring and support for computer, instructional material distribution. (Designated times, appointment-based support, home drop off)
- Common grade level schedules and curriculum ensure consistent experiences for students across the site
- Teacher teaming and sharing work for special subjects
- Ongoing staff support on creating a welcoming virtual environment for students
- School-wide planning for community building events to enhance student connection (Spreckels Spectacular Grade Level Hangouts, Bedtime stories, Wildcat Wednesday Videos)
- Supporting staff with physical and mental wellbeing (fitness challenge, regular staff check-ins, 1:1 meetings)
- Regular and ongoing communication with stakeholders (monthly newsletter, weekly email, parent meetings, videos, virtual school tours)

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

Spreckels Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 40,579.59

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$40,579.59
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 40,579.59

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$40,759.59

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Spreckels Elementary	09800 LCFF Intervention Support	School Counselor	1210	Counselor	0.3000	\$ 26,121.60
		School Counselor	3000			\$ 12,934.32
			1260	Counselor Hrly		\$ 824.00
			3000			\$ 183.67
			4301	Supplies		\$ 516.00
	09800 LCFF Intervention Support Total				0.3000	\$ 40,579.59
Grand Total					0.3000	\$ 40,579.59

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Spreckels Elementary School
PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Spreckels Elementary School has developed a written parent and family engagement policy with input from parents & family engagement policy with input from all parents.

It has distributed the policy to all parents and guardians in the folders sent home with students on the first day of school.

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])?

This policy is updated yearly, voted on and revised by SSC, and available to each child at the beginning of the year. Additional copies available upon request at our front office. This is sent to home parents in both English and Spanish.

To involve parents the following practices have been established:

- Ongoing parent meetings.
- Encouragement of partnerships and volunteer opportunities.
- Ongoing communication with families in English and Spanish.

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

- We hold other parent meetings to inform parents of what is happening at school

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

- We hold other parent meetings to inform parents of what is happening at school

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

- Through parent meetings, ongoing communication (written and in person) we accomplish this goal.

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

- Information is shared in a monthly newsletter about our academic and character building program.
- Information regarding our programs is shared in parent meetings and SSC meetings.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Information on curriculum and programs is provided at parent meetings and in our regular newsletter.
- Data and progress is shared at parent and SSC meetings.

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

- We hold regular RtI (Response to Intervention) meetings with parents to discuss the progress and needed intervention for struggling learners. These meetings can be requested by parents or initiated by the school. They involve the school counselor, classroom teacher, Principal, and other experts on site.

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

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

- Parent-Teacher-Student Conferences are held twice a year (and more if needed) to discuss student progress toward grade level standards.
- RtI Meetings, stated above, provide additional opportunities for parent meetings if students are not meeting grade level standards.
- Parents are provide with resources to see additional tutoring and support if requested.

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

- We hold a TK/K parent night to teach parents about the process of reading and supporting their child at home (Spanish translation is provided).

- We send books and materials home based on student need to support parents in working with their child at home.
- We provide access to online learning programs and opportunities at home

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

- Training is provided to staff around effective parent-teacher-student conferences.
- There is a schoolwide expectation that teachers are in regular and ongoing communication with parents.

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.

We work to engage ALL parents in supporting our school and our children. We partner with outside agencies to provide necessary services to families as needed. We work in conjunction with our PTA to create varied opportunities for parents to engage with our school, classrooms, and community based on availability and interest.

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

- Information is distributed in both English and Spanish.

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

We happily respond to any request for parent involvement and support.

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..

- Translation is provided for all meetings in the family's home language as available
- Accommodations are provided for all parents with disabilities

This policy was adopted by Spreckels Elementary School on 9/25/2020 and will be in effect for the period of 2020-2021.

The school will distribute the policy to all parents of students on, or before: 10/9/2020.

Michel Cazary

Signature of Authorized Official here:

9/25/2020

APPENDIX C

SCHOOL PARENT COMPACT



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

**SPRECKELS ELEMENTARY SCHOOL
SCHOOL PARENT COMPACT**

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

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

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

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

Provide parents reasonable access to staff.

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

How does the school address this?

- We hold both formal and informal parent meetings throughout the year. Topics include: our instructional program, progress data, budget, and school operations.
- Parent-Teacher-Student Conferences are held two times a year with other individualized parent meetings as needed.
- We communicate weekly and monthly with families via email to share calendar information, instructional information, and the big picture work of our school.
- We encourage volunteering on our campus and welcome parents in the classroom pending a valid volunteer application.
- Each teacher has a communication plan with families to inform them how to be in regular communication.

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

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

- Parent-Teacher-Student Conferences are held twice a year (and more if needed) to discuss student progress toward grade level standards.
- RtI Meetings, stated above, provide additional opportunities for parents meetings if students are not meeting grade level standards.
- Parents are provided with resources to see additional tutoring and support if requested.

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

- We hold a TK/ K parent night to teach parents about the process of reading and supporting their child at home (Spanish translation is provided).
- We send books and materials home based on student need to support parents in working with their child at home.
- We provide access to online learning programs and opportunities at home.

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

- Training is provided to staff around effective parent-teacher-student conferences.
- There is a schoolwide expectations that teachers are in regular and ongoing communication with parents.

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

We work to engage ALL parents in supporting our school and our children. We partner with outside agencies to provide necessary services to families as needed. We work in conjunction with our PTA to create varied opportunities for parents to engage with our school, classrooms, and community based on availability and interest.

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

Information is distributed in both English and Spanish

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

We happily respond to any request for parent involvement and support.

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

- Translation is provided for all meetings in the family’s home language
- Accommodations are provided for all parents with disabilities.

This Compact was adopted by the Spreckels Elementary on September 25, 2020 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: 10/ 9/ 2020.

Michel Cazary- Principal

9/ 25/ 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

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

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

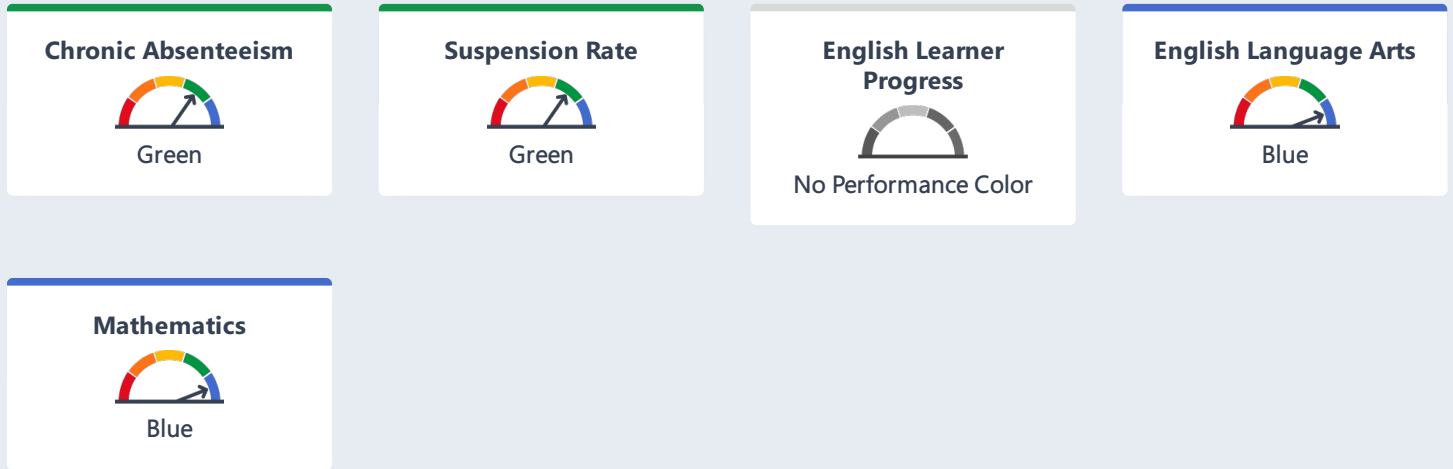
Reclassification data results can be requested from the school site.

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.

Spreckels Elementary

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

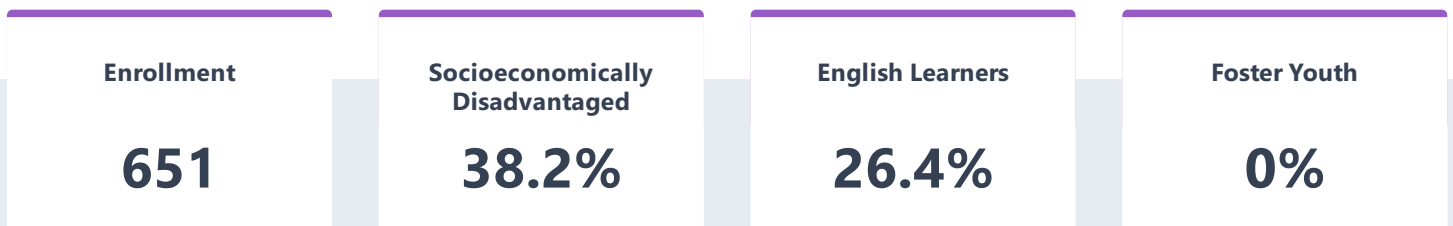


School Details

NAME Spreckels Elementary	ADDRESS 6033 Stadium Street San Diego, CA 92122-3399	WEBSITE http://www.sandi.net/sp...	GRADES SERVED K-5
-------------------------------------	---	---	-----------------------------

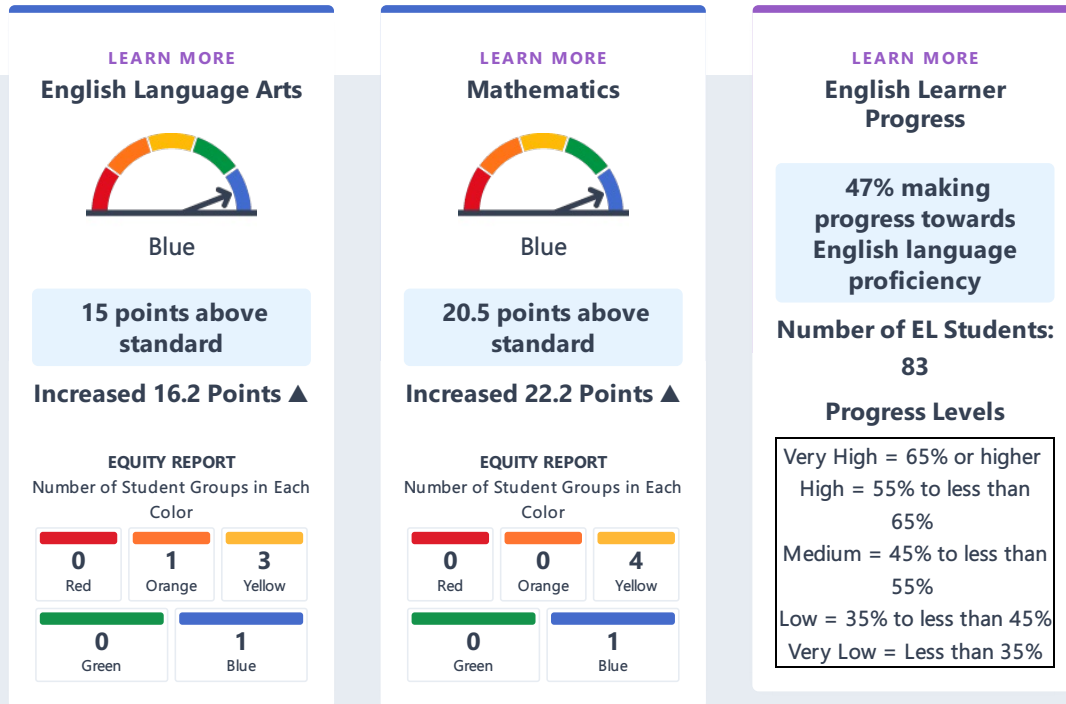
Student Population

Explore information about this school's student population.



Academic Performance

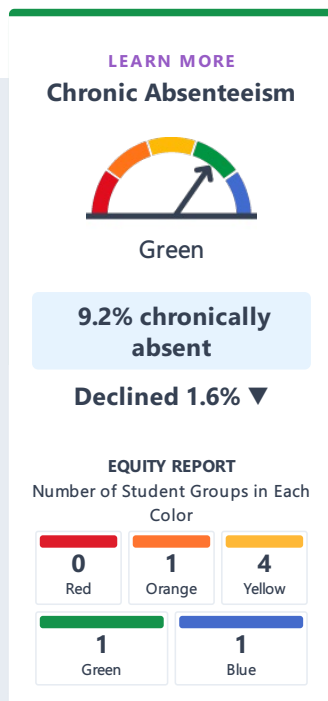
View Student Assessment Results and other aspects of school performance.



SPRECKELS ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Green

1.2% suspended at least once

Declined 0.4% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
4 Green	2 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Blue

15 points above standard

Increased 16.2 Points ▲

Number of Students: 288

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

White



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

56.4 points above standard

Increased 17.3 Points ▲

Number of Students: 16

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

99.9 points above standard

Increased 6.7 Points ▲

Number of Students: 16

Students with Disabilities



Orange

83.6 points below standard

Increased 8.7 Points ▲

Number of Students: 49

English Learners



Yellow

47.3 points below standard

Increased 16.1 Points ▲

Number of Students: 86

Hispanic



Yellow

37.1 points below standard

Increased 5.7 Points ▲

Number of Students: 149

Socioeconomically Disadvantaged



Yellow

37.5 points below standard

Increased 11.2 Points ▲

Number of Students: 139

White



Blue

70.2 points above standard

Increased 24.7 Points ▲

Number of Students: 97

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 7.2 points above standard

1.3 points below standard

15 points above standard

English Language Arts Data Comparisons: English Learners

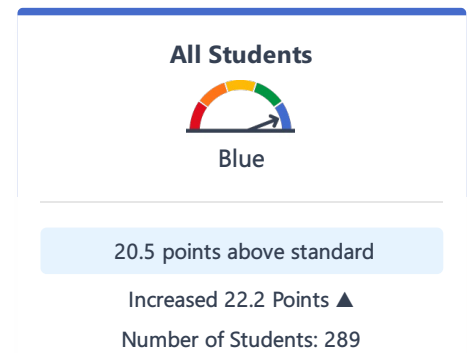
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
106.7 points below standard	31.2 points above standard	35.7 points above standard
Increased 3.7 Points ▲	Increased 6.5 Points ▲	Increased 10.8 Points ▲
Number of Students: 49	Number of Students: 37	Number of Students: 172

Mathematics

All Students

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



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>
<p>Green</p> <p>No Students</p>	<p>Blue</p> <p>White</p>	<p>No Performance Color</p> <p>African American</p> <p>Asian</p>



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

94.5 points above standard

Increased 45.9 Points ▲

Number of Students: 17

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

72.2 points above standard

Declined 16.7 Points ▼

Number of Students: 16

English Learners



Yellow

26.2 points below standard

Increased 28.1 Points ▲

Number of Students: 87

Hispanic



Yellow

26.8 points below standard

Increased 11.8 Points ▲

Number of Students: 149

Socioeconomically Disadvantaged



Yellow

29.3 points below standard

Increased 15.5 Points ▲

Number of Students: 139

Students with Disabilities



Yellow

72.5 points below standard

Increased 24.5 Points ▲

Number of Students: 49

White



Blue

69.2 points above standard

Increased 30.5 Points ▲

Number of Students: 97

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
65.7 points below standard	27.1 points above standard	37.1 points above standard
Increased 18.9 Points ▲	Increased 24.4 Points ▲	Increased 15.1 Points ▲
Number of Students: 50	Number of Students: 37	Number of Students: 172

English Learner Progress Indicator

All English Learner Students

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

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

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

[LEARN MORE](#)

English Learner Progress

47% making progress towards English language proficiency

Number of EL Students: 83

Performance Level
Medium

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Green

9.2% chronically absent

Declined 1.6% ▼

Number of Students: 672

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

Students with Disabilities

Hispanic

Two or More Races

White



Green

English Learners



Blue

Asian



No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged



Orange

15.4% chronically absent

Maintained 0.4%

Number of Students: 266

Students with Disabilities



Yellow

19.4% chronically absent

Declined 6.2% ▼

Number of Students: 98

Hispanic



Yellow

13.3% chronically absent

Declined 1.6% ▼

Number of Students: 255

Two or More Races



Yellow

15.5% chronically absent

Declined 8.5% ▼

Number of Students: 71

White



Yellow

5.4% chronically absent

Maintained 0.4%

Number of Students: 257

English Learners



Green

9.9% chronically absent

Declined 1.6% ▼

Number of Students: 181

Asian



Blue

1.3% chronically absent

Declined 4% ▼

Number of Students: 77

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



Green

1.2% suspended at least once

Declined 0.4% ▼

Number of Students: 679

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

No Students



Green

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

White



Blue

Asian

Two or More Races



No Performance Color

African American

American Indian

Filipino

Homeless



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Orange

2.3% suspended at least once

Increased 0.6% ▲

Number of Students: 256

English Learners



Green

1.1% suspended at least once

Declined 2.7% ▼

Number of Students: 183

Socioeconomically Disadvantaged



Green

1.9% suspended at least once

Declined 0.8% ▼

Number of Students: 269

Students with Disabilities



Green

2% suspended at least once

Declined 5.7% ▼

Number of Students: 98

White



Green

0.8% suspended at least once

Declined 0.8% ▼

Number of Students: 261

Asian



Blue

0% suspended at least once

Declined 1.3% ▼

Number of Students: 78

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 72



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	334	53.0	328	55.5	311	57.2	298	52.3	293	59.7	6.7	7.4	336	42.9	326	46.0	313	54.6	298	53.7	294	61.9	19.0	8.2
Female	169	58.6	175	57.7	152	58.6	132	48.5	133	61.7	3.1	13.2	168	45.2	173	44.5	153	51.0	132	46.2	133	56.4	11.2	10.2
Male	165	47.3	153	52.9	159	56.0	166	55.4	160	58.1	10.8	2.7	168	40.5	153	47.7	160	58.1	166	59.6	161	66.5	26.0	6.9
African American	11	27.3	8	58.3	8	-	6	-	5	-	-	-	11	18.2	8	-	8	-	6	-	5	-	-	-
Asian**	15	80.0	14	100.0	13	84.6	14	64.3	17	76.5	-	-	15	80.0	14	100.0	15	86.7	15	66.7	19	84.2	-	-
Filipino	7	-	5	83.3	3	-	3	-	3	-	-	-	7	-	4	-	3	-	3	-	3	-	-	-
Hispanic	162	31.5	170	35.3	160	39.4	161	33.5	148	38.5	7.0	5.0	164	23.8	169	26.6	160	35.0	161	36.0	148	41.9	18.1	5.9
Indochinese**	2	-	1	45.0	4	-	2	-	-	-	-	-	2	-	1	-	4	-	2	-	-	-	-	-
Native American	0	-	0	64.7	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	2	-	1	47.6	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
White	112	75.0	108	76.9	105	78.1	94	76.6	99	83.8	8.8	7.2	112	67.0	108	64.8	105	76.2	93	77.4	99	83.8	16.8	6.4
Multiracial	23	91.3	21	85.7	18	83.3	16	87.5	21	90.5	-0.8	3.0	23	69.6	21	76.2	18	77.8	16	81.3	20	85.0	15.4	3.7
English Learner	59	5.1	58	12.1	55	7.3	69	10.1	51	15.7	10.6	5.6	61	8.2	58	10.3	57	12.3	70	15.7	54	18.5	10.3	2.8
English-Speaking	275	63.3	270	64.8	256	68.0	229	65.1	242	69.0	5.7	3.9	275	50.5	268	53.7	256	64.1	228	65.4	240	71.7	21.2	6.3
Reclassified†	42	50.0	25	76.0	54	64.8	33	60.6	37	56.8	6.8	-3.8	42	31.0	25	56.0	54	53.7	33	45.5	37	62.2	31.2	16.7
Initially Eng. Speaking	233	65.7	245	63.7	202	68.8	196	65.8	205	71.2	5.5	5.4	233	54.1	243	53.5	202	66.8	195	68.7	203	73.4	19.3	4.7
Econ. Disadv.*	157	32.5	165	37.0	155	32.9	151	32.5	141	38.3	5.8	5.8	159	23.3	163	27.6	156	33.3	151	32.5	142	40.1	16.8	7.6
Non-Econ. Disadv.	177	71.2	163	74.2	156	81.4	147	72.8	152	79.6	8.4	6.8	177	60.5	163	64.4	157	75.8	147	75.5	152	82.2	21.7	6.7
Gifted	155	78.7	142	80.3	122	84.4	69	82.6	81	93.8	15.1	11.2	154	73.4	142	71.8	122	82.8	69	84.1	82	95.1	21.7	11.0
Not Gifted	179	30.7	186	36.6	189	39.7	229	43.2	212	46.7	16.0	3.5	182	17.0	184	26.1	191	36.6	229	44.5	212	49.1	32.1	4.6
With Disabilities	37	2.7	41	7.3	41	17.1	44	13.6	45	17.8	15.1	4.2	38	2.6	41	7.3	41	17.1	44	18.2	45	24.4	21.8	6.2
WO Disabilities	297	59.3	287	62.4	270	63.3	254	59.1	248	67.3	8.0	8.2	298	48.0	285	51.6	272	60.3	254	59.8	249	68.7	20.7	8.9
Homeless	2	-	2	57.1	0	-	0	-	0	-	-	-	2	-	2	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	1	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	7	70.0	4	-	3	-	5	-	-	-	8	-	7	-	4	-	3	-	4	-	-	-

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	100	59.0	100	51.0	90	46.7	94	54.3	99	59.6	0.6	5.3	100	59.0	99	50.5	91	57.1	93	60.2	101	64.4	5.4	4.2
Female	51	64.7	52	48.1	37	45.9	37	54.1	54	63.0	-1.7	8.9	50	64.0	51	39.2	38	57.9	37	59.5	54	64.8	0.8	5.3
Male	49	53.1	48	54.2	53	47.2	57	54.4	45	55.6	2.5	1.2	50	54.0	48	62.5	53	56.6	56	60.7	47	63.8	9.8	3.1
African American	5	-	1	58.3	1	-	2	-	2	-	-	-	5	-	1	-	1	-	2	-	2	-	-	-
Asian**	4	-	4	100.0	3	-	7	-	7	-	-	-	4	-	4	-	4	-	7	-	9	-	-	-
Filipino	2	-	1	83.3	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
Hispanic	52	44.2	52	28.8	49	24.5	53	37.7	44	34.1	-10.1	-3.6	53	43.4	51	29.4	49	34.7	53	45.3	44	45.5	2.1	0.2
Indochinese**	0	-	0	45.0	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	32	81.3	38	71.1	28	75.0	30	80.0	38	81.6	0.3	1.6	31	87.1	38	68.4	28	82.1	29	86.2	38	76.3	-10.8	-9.9
Multiracial	4	-	4	85.7	8	-	1	-	7	-	-	-	4	-	4	-	8	-	1	-	7	-	-	-
English Learner	22	13.6	27	11.1	25	12.0	28	17.9	10	10.0	-3.6	-7.9	23	21.7	27	14.8	26	15.4	28	25.0	13	15.4	-6.3	-9.6
English-Speaking	78	71.8	73	65.8	65	60.0	66	69.7	89	65.2	-6.6	-4.5	77	70.1	72	63.9	65	73.8	65	75.4	88	71.6	1.5	-3.8
Reclassified†	9	-	2	76.0	8	-	1	-	13	46.2	-	-	9	-	2	-	8	-	1	-	13	76.9	-	-
Initially Eng. Speaking	69	71.0	71	66.2	57	57.9	65	69.2	76	68.4	-2.6	-0.8	68	70.6	70	64.3	57	73.7	64	75.0	75	70.7	0.1	-4.3
Econ. Disadv.*	48	37.5	50	32.0	48	20.8	49	36.7	44	34.1	-3.4	-2.6	49	36.7	49	32.7	48	37.5	49	42.9	46	41.3	4.6	-1.6
Non-Econ. Disadv.	52	78.8	50	70.0	42	76.2	45	73.3	55	80.0	1.2	6.7	51	80.4	50	68.0	43	79.1	44	79.5	55	83.6	3.2	4.1
Gifted	51	74.5	31	80.6	26	88.5	18	94.4	29	89.7	15.2	-4.7	50	80.0	31	80.6	26	88.5	18	94.4	30	96.7	16.7	2.3
Not Gifted	49	42.9	69	37.7	64	29.7	76	44.7	70	47.1	4.2	2.4	50	38.0	68	36.8	65	44.6	75	52.0	71	50.7	12.7	-1.3
With Disabilities	10	0.0	10	20.0	9	-	11	27.3	15	20.0	20.0	-7.3	11	0.0	10	20.0	9	-	11	36.4	15	26.7	26.7	-9.7
WO Disabilities	90	65.6	90	54.4	81	49.4	83	57.8	84	66.7	1.1	8.9	89	66.3	89	53.9	82	61.0	82	63.4	86	70.9	4.6	7.5
Homeless	1	-	2	57.1	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	70.0	1	-	2	-	3	-	-	-	3	-	1	-	1	-	2	-	2	-	-	-

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	116	44.8	113	59.3	106	51.9	95	49.5	98	59.2	14.4	9.7	116	33.6	112	48.2	107	54.2	96	56.3	98	63.3	29.7	7.0
Female	60	53.3	59	62.7	55	45.5	40	50.0	39	59.0	5.7	9.0	60	40.0	58	50.0	55	40.0	40	52.5	39	48.7	8.7	-3.8
Male	56	35.7	54	55.6	51	58.8	55	49.1	59	59.3	23.6	10.2	56	26.8	54	46.3	52	69.2	56	58.9	59	72.9	46.1	14.0
African American	2	-	6	58.3	1	-	1	-	2	-	-	-	2	-	6	-	1	-	1	-	2	-	-	-
Asian**	6	-	5	100.0	4	-	3	-	6	-	-	-	6	-	5	-	5	-	4	-	6	-	-	-
Filipino	2	-	2	83.3	2	-	0	-	1	-	-	-	2	-	1	-	2	-	0	-	1	-	-	-
Hispanic	60	20.0	59	45.8	54	33.3	52	25.0	52	40.4	20.4	15.4	60	11.7	59	35.6	54	35.2	52	34.6	52	48.1	36.4	13.5
Indochinese**	0	-	1	45.0	1	-	1	-	-	-	-	-	0	-	1	-	1	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	34	64.7	34	79.4	40	70.0	28	78.6	32	81.3	16.6	2.7	34	52.9	34	67.6	40	72.5	28	82.1	32	84.4	31.5	2.3
Multiracial	11	90.9	6	85.7	4	-	10	100.0	5	-	-	-	11	72.7	6	-	4	-	10	100.0	5	-	-	-
English Learner	24	0.0	23	17.4	20	0.0	24	8.3	25	24.0	24.0	15.7	24	0.0	23	8.7	21	14.3	25	16.0	25	24.0	24.0	8.0
English-Speaking	92	56.5	90	70.0	86	64.0	71	63.4	73	71.2	14.7	7.8	92	42.4	89	58.4	86	64.0	71	70.4	73	76.7	34.3	6.3
Reclassified†	12	50.0	12	75.0	16	43.8	10	70.0	6	-	-	-	12	33.3	12	75.0	16	62.5	10	50.0	6	-	-	-
Initially Eng. Speaking	80	57.5	78	69.2	70	68.6	61	62.3	67	70.1	12.6	7.8	80	43.8	77	55.8	70	64.3	61	73.8	67	74.6	30.8	0.8
Econ. Disadv.*	56	25.0	61	42.6	50	22.0	49	32.7	49	38.8	13.8	6.1	56	14.3	60	31.7	51	33.3	49	36.7	49	42.9	28.6	6.2
Non-Econ. Disadv.	60	63.3	52	78.8	56	78.6	46	67.4	49	79.6	16.3	12.2	60	51.7	52	67.3	56	73.2	47	76.6	49	83.7	32.0	7.1
Gifted	52	73.1	56	80.4	35	74.3	25	76.0	19	94.7	21.6	18.7	52	61.5	56	71.4	35	85.7	25	84.0	19	94.7	33.2	10.7
Not Gifted	64	21.9	57	38.6	71	40.8	70	40.0	79	50.6	28.7	10.6	64	10.9	56	25.0	72	38.9	71	46.5	79	55.7	44.8	9.2
With Disabilities	16	0.0	14	7.1	16	18.8	14	7.1	12	8.3	8.3	1.2	16	0.0	14	7.1	16	18.8	14	14.3	12	25.0	25.0	10.7
WO Disabilities	100	52.0	99	66.7	90	57.8	81	56.8	86	66.3	14.3	9.5	100	39.0	98	54.1	91	60.4	82	63.4	86	68.6	29.6	5.2
Homeless	1	-	2	57.1	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	70.0	2	-	0	-	2	-	-	-	3	-	2	-	2	-	0	-	2	-	-	-

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	118	55.9	115	55.7	115	70.4	109	53.2	96	60.4	4.5	7.2	120	38.3	115	40.0	115	53.0	109	45.9	95	57.9	19.6	12.0
Female	58	58.6	64	60.9	60	78.3	55	43.6	40	62.5	3.9	18.9	58	34.5	64	43.8	60	56.7	55	32.7	40	52.5	18.0	19.8
Male	60	53.3	51	49.0	55	61.8	54	63.0	56	58.9	5.6	-4.1	62	41.9	51	35.3	55	49.1	54	59.3	55	61.8	19.9	2.5
African American	4	-	1	58.3	6	-	3	-	1	-	-	-	4	-	1	-	6	-	3	-	1	-	-	-
Asian**	5	-	5	100.0	6	-	4	-	4	-	-	-	5	-	5	-	6	-	4	-	4	-	-	-
Filipino	3	-	2	83.3	1	-	2	-	1	-	-	-	3	-	2	-	1	-	2	-	1	-	-	-
Hispanic	50	32.0	59	30.5	57	57.9	56	37.5	52	40.4	8.4	2.9	51	17.6	59	15.3	57	35.1	56	28.6	52	32.7	15.1	4.1
Indochinese**	2	-	0	45.0	2	-	1	-	-	-	-	-	2	-	0	-	2	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	46	78.3	36	80.6	37	89.2	36	72.2	29	89.7	11.4	17.5	47	63.8	36	58.3	37	75.7	36	66.7	29	93.1	29.3	26.4
Multiracial	8	-	11	90.9	6	-	5	-	9	-	-	-	8	-	11	81.8	6	-	5	-	8	-	-	-
English Learner	13	0.0	8	17.4	10	10.0	17	0.0	16	6.3	6.3	6.3	14	0.0	8	-	10	0.0	17	0.0	16	12.5	12.5	12.5
English-Speaking	105	62.9	107	59.8	105	76.2	92	63.0	80	71.3	8.4	8.3	106	43.4	107	43.0	105	58.1	92	54.3	79	67.1	23.7	12.8
Reclassified†	21	38.1	11	81.8	30	73.3	22	54.5	18	55.6	17.5	1.1	21	14.3	11	36.4	30	43.3	22	40.9	18	38.9	24.6	-2.0
Initially Eng. Speaking	84	69.0	96	57.3	75	77.3	70	65.7	62	75.8	6.8	10.1	85	50.6	96	43.8	75	64.0	70	58.6	61	75.4	24.8	16.8
Econ. Disadv.*	53	35.8	54	35.2	57	52.6	53	28.3	48	41.7	5.9	13.4	54	20.4	54	18.5	57	29.8	53	18.9	47	36.2	15.8	17.3
Non-Econ. Disadv.	65	72.3	61	73.8	58	87.9	56	76.8	48	79.2	6.9	2.4	66	53.0	61	59.0	58	75.9	56	71.4	48	79.2	26.2	7.8
Gifted	52	88.5	55	80.0	61	88.5	26	80.8	33	97.0	8.5	16.2	52	78.8	55	67.3	61	78.7	26	76.9	33	93.9	15.1	17.0
Not Gifted	66	30.3	60	33.3	54	50.0	83	44.6	63	41.3	11.0	-3.3	68	7.4	60	15.0	54	24.1	83	36.1	62	38.7	31.3	2.6
With Disabilities	11	9.1	41	7.3	16	12.5	19	10.5	18	22.2	13.1	11.7	11	9.1	17	0.0	16	12.5	19	10.5	18	22.2	13.1	11.7
WO Disabilities	107	60.7	98	65.3	99	79.8	90	62.2	78	69.2	8.5	7.0	109	41.3	98	46.9	99	59.6	90	53.3	77	66.2	24.9	12.9
Homeless	0	-	1	57.1	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	4	70.0	1	-	0	-	0	-	-	-	2	-	4	-	1	-	0	-	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

2019-20 SPSA Evaluation of LCFF Funded Actions and Activities



Spreckels Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: SPRECKELS ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

The unduplicated pupil percentage (UPP) at Spreckels is 46.4%. With that in mind, the site has decided to use LCFF money to support additional funding of our counselor who will offer classroom and intervention support for the primary benefit of these students. We are increasing the FTE of our counselor by 1.5 days/week to better serve all students at Spreckels. We believe that when students are present at school, the more our entire community benefits. This strategy will specifically support students who are frequently and/or chronically absent by first addressing our schoolwide belief, vision, and goal around attendance, and the specifically tracking and supporting our students who are chronically absent.

To improve attendance, as stated in the goal, the school community will engage in the following strategies and activities:

- Form an Attendance Committee for the purpose of monitoring and analyzing attendance data
- Schoolwide attendance incentives for the two classes with the highest attendance monthly
- Design and implement support systems for chronically absent students (tracking, parent & individual student conferences, home visits)

-

Create clear and consistent messaging about the importance of attendance to all stakeholders (students, staff, parents, community)

- Community Public Attendance goal tracking- Wednesday assembly, attendance bulletin board

- Newsletter blurbs and updates

Use of Bilingual Attendance Clerk and School Nurse for monthly attendance monitoring and home support and Spanish communication to families.

In addition to supporting students with their academic and behavior needs, the counselor will continually seek and refine our partnerships to reduce any barriers struggling learners have (food, shelter, mental health).

*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	Modification based on
-----------------------	-----	----------------	----------------	-----------	------------------------------------	---------------------	-----------------------

Spreckels Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
School Counselor - NEW POSN, SBB2512871	0.30000	\$39,493.72	09800-1210	Counselor monitors attendance and follows with students and families.	According to district data, we have maintained our attendance rate above 97% so far this year. All aspects of the strategy have been fully implemented.	Limited resources to provide home visits and frequent enough follow-up parent contacts.	Still need to strategize on how to support a small group of families that, in light of our efforts, continue to struggle with attendance.

Note/Reminders (optional):

Goal 2 - English Language Arts

Professional Development

***Strategy/Activity - Description**

The UPP at Spreckels is 46.4% and we know these students are traditionally underperforming in core content areas. With this in mind, we are using LCFF dollars to support the professional development plan at Spreckels for this school year. The strategies outlined are designed to for the primary benefit of unduplicated students but will support all learners at school. When teams are designing instruction and setting goals, we are engaged in work that supports each and every learner through classroom and intervention support. However, by refining our intervention practices, RtI process, we are taking a special lens to our students learning English to consider the specific instruction and supports they may need to succeed. All teachers will be engaging in eight rounds of PLCs focused around designing Tier 1 instruction that meets the needs of diverse learners with special attention to students not in the sphere of success. Our professional learning across the year focused on the question: *How can we cultivate independence and strengthen collaboration to empower all learners?* This focus is broken into three site-created cycles of teach that guide the scope and sequence of instructional practices that will be studied and tried on throughout the year. Classroom observations, feedback, and modeling/coaching by Principal and Vice Principal will be aligned to the current cycle of learning/focused instructional practice to support integration of new learning into the classroom. By supporting stronger instruction via professional learning and observation, students will have better access to high-level and engaging instruction across content areas and more students will be engaged in learning.

We are also increasing the number of PLC days our teachers can have by partnering with the VAPA department for the Arts Education Program. They will send visiting teachers (that the site will use Title I funds to cover) and the students will receive visual and performing arts instruction while their teachers are at 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.
Prof&Curriclm Dev Visit Tchr	--	--	09800-1192	To support our PLC work with visiting teachers.	This funding allows us to include other staff members (i.e. Education Specialists) in PLCs. It also allows us to pay	Special Education Teachers are not requiring subs to attend PLCs since their students are also in VAPA.	Reroute funds to support Special Education Teachers to assess students and monitor and

for needed release
time in follow up

support
paraprofessionals.

Note/Reminders (optional):

Targeted Intervention Supports

***Strategy/Activity - Description**

With the support of our Counselor, we will continue our RtI process to identify and intervene with struggling readers while designing creative interventions and partnering with their families.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512871	--	--	09800-1210	Supporting the RtI process.	Counselor schedules, facilitates, and tracks all RtI meetings including necessary record keeping. Counselor also data-monitors with principal to identify students who need to enter the RtI process. Tighter process has led to streamlined communication and many eyes on our struggling learners.	N/A	No modifications but definite need for more intervention support for teachers.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 2

***Strategy/Activity - Description**

This specific sub-group that makes up our 46.4% UPP will benefit from LCFF monies devoted to supplemental instructional materials that will support their learning in their classrooms and with targeted intervention activities. During PLCs, teachers will decide collaboratively what materials will best support the implementation of designated ELD in each classroom based on group needs as well as differentiated instruction strategies and supports targeted to English Learners.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$4,710.00	09800-4301	Supplemental instructional supplies to support designated ELD in each classroom, daily.	Supplies supporting materials needed to teach ELD.	N/A	Less money needed for supplies per district- adopted online program

Note/Reminders (optional):

Coaching Cycles

***Strategy/Activity - Description**

Our English learners make up over half our of UPP at 26.4% so we have decided as a site to dedicate LCFF monies to support the additional classroom and intervention supports that will be needed through our teacher professional development opportunity through coaching cycles. Utilizing support from the Office of Language Acquisition, we will employ the following strategies:

- ELD training and support from district resource teacher
- ELD Coaching Cycle with district Resource Teacher
- 4th Grade ELA Coaching Cycle with a lens on supporting English Learners in the classroom

Spreckels Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

*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.
Interprogram Svcs/Paper		\$3,000.00	09800-5733	Supplemental paper to support coaching cycles and observational data	This money is needed for copies connected to our work.	N/A	N/A
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for teachers for professional development activities.	This has been used for effective lesson study focused on widening the sphere of success by designing strategic tier 1 lessons that target the needs of diverse learners including ELs.	More time needed.	We have had to locate other resources to increase the amount of subs we are using.

Note/Reminders (optional):

Professional Development

*Strategy/Activity - Description

LCFF money will be used to support teacher professional development targeted on English Learners. The scope and sequence of professional learning opportunities will be focused on strengthening our core instruction with a focus on strategic partnerships and collaboration to increase language opportunities for our students learning English as well as increase active participation in learning. This plan is developed and monitored by our Instructional Leadership Team.

*Proposed Expenditures for this Strategy/Activity

Spreckels Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for teachers for professional development activities.	Release time is critical for staff to come together, including ILT.	More release time as needed. Teachers expressing a desire to work and coach one another.	N/A

Note/Reminders (optional):

TK-2 Intervention Support

***Strategy/Activity - Description**

Implementation of Teachers College Units of Study in Phonics Grades TK-2nd for our unduplicated students/English Learners will offer classroom and intervention support as well as provide opportunities for teacher professional development. Knowing that these students historically underperform in core content areas, the site decided that they wanted to dedicate LCFF monies to support the additional need for supplemental instructional materials and printing needed for the Teachers College program to help all of our ELs be successful.

***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.
-----------------------	-----	----------------	----------------	-----------	------------------------------------	--	---



Spreckels Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Paper	--	--	09800-5733	Paper to make needed copies of materials.	Teachers are making and using the materials.	N/A	This will not be a reoccurring cost.
----------------------------	----	----	------------	---	--	-----	---

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Professional Development

***Strategy/Activity - Description**

We have seen that our unduplicated students who also have IEPs have additional education needs that we want to support with targeted strategies. We are going to use some of our visiting teacher funds supported by LCFF for release time for Special Education Staff to observe students who are dually classified in their general education environment for the following purposes: - provide in-the-moment feedback to paraeducators - to ensure our students with disabilities have a pathway to independence in general education classrooms - to ensure adequate supports are in place

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$3,251.82	09800-1192	Release time for Special Education Teachers.	SpEd teachers strategically use this time to assess and observe students as well as coach paraprofessionals.	High need for assessment time has cut into coaching and observation time.	N/A

Note/Reminders (optional):

Teacher Collaboration

***Strategy/Activity - Description**

In thinking of the additional needs of our Unduplicated students who also have IEPs, the site decided to use LCFF monies to support the Integration of Special Education teachers into PLCs for the planning of Tier 1 instruction for this targeted group of learners. This way the teachers across the site can all work together through their professional development opportunities to develop classroom and intervention supports to help these historically underperforming students.

Spreckels Elementary

 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teacher time for Gen Ed and SPED teachers working on implementation plans and modifying instructional routines.	This funding allows us to include other staff members (i.e. Education Specialists) in PLCS. It also allows us to pay for needed release time in follow up	Special Education Teachers are not requiring subs to attend PLCS since their students are also in VAPA.	Reroute funds to support Special Education Teachers to assess students and monitor and support paraprofessionals.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Counselor

***Strategy/Activity - Description**

The counselor will serve as a classroom and intervention support for this targeted group of unduplicated students. We will utilize counseling services to support social/emotional wellbeing and academic achievement through:

- College and Career lessons in classrooms as well as college field trip to motivate and support 5th graders
- 5th grade girls group to support emotional wellbeing and engagement in school

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512871	--	--	09800-1210	.	5 th grade girls group conducted by counselor, college and career week with field trip is also organized by counselor.	N/A	Counselor is also being used to do a targeted 5 th grade boys group around motivation.

Note/Reminders (optional):

Targeted Intervention

***Strategy/Activity - Description**

For this targeted intervention for the primary benefit of this specific group of unduplicated students, we will refine our RtI process to support struggling learners in the following ways:

- Early identification and tracking of struggling readers through RtI Process
- Creative and collaborative problem-solving process to determine strengths-based interventions
- Goal-setting with progress monitoring
- Clear connection and partnerships with families

Spreckels Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

We believe that all students will benefit from these strategies.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512871	--	--	09800-1210	Oversight of RtI process	Counselor schedules, facilitates, and tracks all RtI meetings including necessary record keeping. Counselor also data-monitors with principal to identify students who need to enter the RtI process. Tighter process has led to streamlined communication and many eyes on our struggling learners.	N/A	N/A
Interprogram Svcs/Paper	--	--	09800-5733	Paper for needed RtI materials.	Paper used for student documentation	N/A	N/A

Note/Reminders (optional):

Goal 3 - Mathematics

Tier 1 Mathematics Instruction

***Strategy/Activity - Description**

During PLCs, we will use our school focus around collaboration to consider how to embed collaboration, strategic partnerships, and talk structures into our mathematics instruction to engage more learners and in turn support them in building a deeper understanding of mathematical concepts.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for teachers	This funding allows us to include other staff members (i.e. Education Specialists) in PLCS. It also allows us to pay for needed release time in follow up	Special Education Teachers are not requiring subs to attend PLCS since their students are also in VAPA.	Reroute funds to support Special Education Teachers to assess students and monitor and support paraprofessionals.

Note/Reminders (optional):

Student Monitoring - Math

***Strategy/Activity - Description**

Unduplicated students/All students will benefit from the strategy as it is focused on Tier 1 Mathematics Instruction which will be developed during professional learning. Teachers and grade level teams will set math goals for individual students, whole class, and grade levels. Through PLC and grade level meetings, progress toward these goals will be tracked and supports and interventions will be determined.

***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:

Spreckels Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Coverage for teachers for professional learning opportunities.		N/A	

Note/Reminders (optional):

Counselor

*Strategy/Activity - Description

Continue our RtI process to identify and intervene with struggling readers while designing creative interventions and partnering with their families. Become more strategic in targeting gaps in mathematics through interventions.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512871	--	--	09800-1210	Oversee RtI Process	Counselor schedules, facilitates, and tracks all RtI meetings including necessary record keeping. Counselor also data-monitors with principal to identify students who need to	N/A	N/A

enter the RtI process.
Tighter process has
led to streamlined
communication and
many eyes on our
struggling learners.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?



Spreckels Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: SPRECKELS ELEMENTARY

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

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Supplemental Instructional Materials - ELA

***Strategy/Activity - Description**

The strategies outlined in this strategy are designed to support all learners at our site. When teams are designing instruction and setting goals, we are engaged in work that supports each and every learner. However, by refining our intervention practices and RTI processes, we are taking a special lens to our students learning English to consider the specific instruction and supports they may need to succeed.

- Increase amount of age and level-appropriate text in classroom libraries.
- Increase amount of targeted (guided reading) materials accessible to primary teachers.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$10,067.00	30100-4301	Supplies to support instruction developed in the PLCs	This is effective. We have had an increase in student enrollment in our primary grades and, as a result, did not have enough reading materials to support each classroom.	N/A	Through support from the PTA, we also received books needs for our most needy classroom libraries We still have more materials to order.



Spreckels Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	\$4,624.00	30106-4301	Supplemental supplies to develop instructional routines researched by the PLCs	Utilizing needed supplies for designing instruction and making copies including but not limited to student books and reading materials for teachers.	N/A
----------	------------	------------	--	--	-----

Note/Reminders (optional):

Professional Development

*Strategy/Activity - Description

The UPP at Spreckels is 46.4% and we know these students are traditionally underperforming in core content areas. With this in mind, we are using LCFF dollars to support the professional development plan at Spreckels for this school year. The strategies outlined are designed to for the primary benefit of unduplicated students but will support all learners at school. When teams are designing instruction and setting goals, we are engaged in work that supports each and every learner through classroom and intervention support. However, by refining our intervention practices, RtI process, we are taking a special lens to our students learning English to consider the specific instruction and supports they may need to succeed. All teachers will be engaging in eight rounds of PLCs focused around designing Tier 1 instruction that meets the needs of diverse learners with special attention to students not in the sphere of success. Our professional learning across the year focused on the question: *How can we cultivate independence and strengthen collaboration to empower all learners?* This focus is broken into three site-created cycles of learning that guide the scope and sequence of instructional practices that will be studied and tried on throughout the year. Classroom observations, feedback, and modeling/coaching by Principal and Vice Principal will be aligned to the current cycle of learning/focused instructional practice to support integration of new learning into the classroom. By supporting stronger instruction via professional learning and observation, students will have better access to high-level and engaging instruction across content areas and more students will be engaged in learning.

We are also increasing the number of PLC days our teachers can have by partnering with the VAPA department for the Arts Education Program. They will send visiting teachers (that the site will use Title I funds to cover) and the students will receive visual and performing arts instruction while their teachers are at 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.

Spreckels Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating		\$32,576.00	30106-5000	Release time for VAPA teachers who will come to instruct during PLCs	Teachers developed their own inquiry of study based on student data. Teachers enjoy time to share data. Better alignment across grades.	Only issue is scheduling with VAPA and room needs. We have been able to work around this.	<p>Teachers enjoy not having to write sub plans. Teachers also enjoy the frequency of meeting. Students provide positive feedback on the program.</p> <p>We have shifted PLCs to be grade level inquiries so my leadership stance has shifted so that I can support the differentiated learning occurring in each PLC. I have also aligned classroom feedback to the work of PLCs.</p>

Note/Reminders (optional):

Goal 4- English Learners

ESL Assistant

***Strategy/Activity - Description**

This strategy will specifically support the population of English Learners at Spreckels. Additionally, as we refine our practice around language development, many other learners who may not be learning English will benefit as well. In order to be more strategic and focused on supporting our English Learners we will implement the following strategies:

- Close tracking and support of newly reclassified students
- Weekly meeting between the principal and EL assistant to track EL data and discuss students as they enroll

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Glawson, Nicole	0.20000	\$12,439.32	30100-2101	Support for English Learners	EL assistant has been closely monitoring EL data, ordering instructional materials- consistent one on one meeting with students.	Nothing is ineffective, but we could benefit from more hours/week.	Continue to hold weekly meeting with ESL assistant to track progress of English learners she is targeting.

Note/Reminders (optional):

TK-2 Intervention Support

***Strategy/Activity - Description**

Implementation of Teachers College Units of Study in Phonics Grades TK-2nd for our unduplicated students/English Learners will offer classroom and intervention support as well as provide opportunities for teacher professional development. Knowing that these students historically underperform in core

Spreckels Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

content areas, the site decided that they wanted to dedicate LCFF monies to support the additional need for supplemental instructional materials and printing needed for the Teachers College program to help all of our ELs be successful.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30106-4301	Money to purchased curriculum and supplemental materials.	Effective- money was used to buy organizational items for the units.	N/A	Leadership action is to ensure this curriculum is being taught across our classrooms in order to increase the reading achievement of our kids.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Conduct regular ELAC (English Learner Advisory Council) meetings to provide pertinent information to parents of students learning English. These meetings will also be used to empower parents to better support their children at home.

*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.
Tech Professional OTBS Hrly		\$100.71	30103-2455	Translation services for families.		Translations services are in Spanish and no Spanish speakers attended our ELAC meeting	We are able to use other parents as translators

A

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

Provide high-quality communication to parents through multiple measures to ensure accurate knowledge about school efforts and programs:

- Monthly newsletter highlighting school focus, important updates, our Social/Emotional work, academic work
- Weekly emails regarding school events and reminders
- Regular parent meetings highlighting school data, school wide focus, and classroom practices
- Regular school and community tours to onboard new families to understand our school focus and work around equity

*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.

Spreckels Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper	--	--	30103-5733	Duplication of needed materials	Paper used for essential parent communication (i.e. ballots, HSC, PIP, etc.)		Some of our communication is now digital so we have less of a need for high paper volume for this task.
Tech Professional OTBS Hrly	--	--	30103-2455	Translation services for families	Translation used for afterhours school events.	Infrequent use of translation at large site meetings.	This translation service was effective when the Principal met with predominantly Spanish speaking communities by school bus stops.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

PLCs

***Strategy/Activity - Description**

Engage in eight rounds of PLCs focused around designing Tier 1 instruction that meets the needs of diverse learners with special attention to students not in the sphere of success.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating	--	--	30106-5000	Release time for VAPA teachers who will come to instruct during PLCs	Teachers developed their own inquiry of study based on student data. Teachers enjoy time to share data. Better alignment across grades.	PLCs implementation looks different across grade levels in terms of data.	Teachers enjoy not having to write sub plans. Teachers also enjoy the frequency of meeting. Students provide positive feedback on the program. We have shifted PLCs to be grade level inquiries so my leadership stance has shifted so that I can support the differentiated learning occurring

in each PLC. I have also aligned classroom feedback to the work of PLCs.

More work on aligning PLCs across grade levels.

Note/Reminders (optional):

Goal 3 - Mathematics

Tier 1 Mathematics Instruction

***Strategy/Activity - Description**

During PLCs, we will use our school focus around collaboration to consider how to embed collaboration, strategic partnerships, and talk structures into our mathematics instruction to engage more learners and in turn support them in building a deeper understanding of mathematical concepts.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating	--	--	30106-5000	Release time for VAPA teachers who will come to instruct during PLCs	Teachers developed their own inquiry of study based on student data. Teachers enjoy time to share data. Better alignment across grades.	N/A	Teachers enjoy not having to write sub plans. Teachers also enjoy the frequency of meeting. Students provide positive feedback on the program. We have shifted PLCs to be grade level inquiries so my leadership stance has shifted so that I can support the differentiated learning occurring

in each PLC. I have also aligned classroom feedback to the work of PLCs.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?