

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT TIERRASANTA ELEMENTARY SCHOOL

2020-21

37-68338-6089056
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: Viavada, Sally

Contact Person: Viavada, Sally

Position: Principal

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The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide program. The staff at Tierrasanta strives for excellence in meeting the needs of all students both academically and social emotionally. They work collaboratively to provide opportunities for students to increase independence, access curriculum, engage in critical thinking activities, and achieve academic success.

PURPOSE AND DESCRIPTION

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT

The staff was consulted at a staff meeting on Sept. 14, SSC and SGT consulted at meeting on Sept. 28, parents consulted at Principal's Chat on Oct. 1st.

RESOURCE INEQUITIES

Tierrasanta's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids survey, California Parent Survey, DRA scores and site data. Because we have limited data from the end of the 2019-2020 school year we are carrying over several of our goals. Looking at historical SBAC data, our math and English scores have remained stagnant. We participated in student centered coaching cycles in mathematics during the 18-19 school year in 2nd and 3rd grades and saw gains in pre and post assessments. We continued with 4th and 5th grade into the 19-20 school year but unfortunately were unable to complete them due to school closures. If they were to be made available again in the current 20-21 school year we would love the opportunity to participate once again. For ELA we began an after school tutoring program during the 19-20 school year and while we had good student participation we were limited in the staff that agreed to provide interventions and still need to develop a progress monitoring system to document growth from after school tutoring. We will continue and grow the tutoring program in 20-21 as it provides additional instruction beyond the school day (this is being done during online learning as well during phase 1). In the 19-20 school year we allocated additional funding for counseling services and are devoting even more for 20-21 (bumping our counseling time up to 50%) given the intense SEL needs of many of our students. The counselor will participate in Restorative Justice training with the staff and work with teachers to implement RJ in classrooms (as one of her many tasks).

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Briana Reynolds	Classroom Teacher
Maria Milder	Other School Personnel
Lara Green	Parent
Amy Pasucci	Parent
Jonathan Cooper	Parent
April Barnes	Parent
Kim Hughes	Parent
Sally Viavada	Principal
Michael Wilson	Classroom Teacher
Cindy Bledsoe	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The district only provides a day and a half of counseling services which is not enough to meet the social emotional needs of our students. Students needing assistance with self-regulation, trauma informed care strategies and additional small group counseling increase each year. In the 19-20 school year we funded an additional half day of counseling but that was not enough to meet the needs of our diverse student population. In order to move toward a Restorative Justice School site that can adequately support students in the classroom, additional counseling time is needed. We plan to fund an additional day and a half of counseling so that we can have a counselor present two and a half days per week. The counselor will work with individual students and small groups, support students and teachers in the classroom, provide RJ coaching and support, act as our 504 and RTI coordinator and build teacher capacity.

*Major Differences

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

In the 20-21 school year we will increase counseling time to 2.5 days a week. Additionally, counselor will support implementation of Restorative Justice in our school across grade levels. She will build capacity with teachers so that they are equipped with the tools and skills to support student SEL needs within the classroom thus enabling them to better access curriculum and meet individual goals and learning targets.

*Changes

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

In the 20-21 school year we will increase counseling time to 2.5 days a week. Additionally, counselor will support implementation of Restorative Justice in our school across grade levels. She will build capacity with teachers so that they are equipped with the tools and skills to support student SEL needs within the classroom thus enabling them to better access curriculum and meet individual goals and learning targets.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	provide quality counseling and supports for students with social or emotional needs	47%	65%	CAL-SCHLS (CSPS)	annually

***Identified Need**

Only 47% pf parents felt the "School provides quality counseling and supports for students with social or emotional needs," based on the 2018-2019 California School Parent Survey. The counselor is needed more than the district allocation allows for in order to oversee our RTI program and ensure students falling behind are getting the necessary interventions.

***Online Learning Implications**

The counselor communicates regularly with teachers and principal about students needing social emotional supports. She provides whole and small group lessons as needed around self-regulation, identifying emotions, and skills for school success. Small groups are based on individual student needs.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
July 2020	TK-5	English Learner	Decrease suspension rate	3.3%	2.0%	Suspension	1x per year
July 2020	TK-5	Hispanic or Latino	Decrease suspension rate	1.9%	1.0%	Suspension	1x per year
July 2020	TK-5	White	Decrease suspension rate	2.4%	1.5%	Suspension	1x per year
July 2020	TK-5	Socioeconomicall y Disadvantaged	Decrease suspension rate	3.1%	2.0%	Suspension	1x per year

Strategy/Activity 1

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

All students and all subgroups at the school will benefit from this strategy.

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***Strategy/Activity - Description**

The school is funding an extra day of counseling in order to have a counselor on-site 2.5 days a week. The district allocation was a day and a half per week. The counselor will work with individual students, small groups of students, and large groups (classroom lessons) as well as act as 504 and RTI Coordinator.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02741U	School Counselor	0.10000	\$8,707.20	\$12,554.32	0274-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Additional counseling to support student needs
F02741V	School Counselor	0.10000	\$8,707.20	\$12,554.32	0274-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Additional counseling to support student needs

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In the 2018-2019 school year funding was spent on in-school resource teachers (two individuals working 8 hours/week each). These individuals worked with struggling students in small group pull outs. Our overall CAASPP score remained the same with 70% of students in grades 3-5 meeting and/or exceeding standards. Our school-wide DRA scores (TK-5th) increased by 1% from 83 to 84%. In 19-20 we maintained one In School Resource teacher for the primary grades working 8 hours/week with the intent to focus the resources in the primary grades where it can make the most timely impact. For 20-21 we increased this level of support to 12 hours/week.

*Major Differences

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

Adding additional In-School Resource Teacher time to support the needs of struggling students.

*Changes

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

During the 19-20 school year, we are implementing an after school tutoring program taught by classroom teachers to address the specific needs of struggling students. Additionally, an extra half day of counselor was purchased to address the social emotional needs of children that must be met in

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order to learn and be successful in school. For 20-21 an extra full day of counseling time was purchased, and In-School Resource teacher hours increased to 12 hours/week (.3 FTE). She will be used specifically for ELA/ ELD needs of English Learners. In addition, PD this year will build on the 19-20 focus on Culturally Responsive Teaching and the Brain- and creating independent learners and will expand to becoming anti-racist, reflective, and abolishing practices that prevent dark students from making progress.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Meet or exceed reading standards	84%	88%	DRA 2	annually
June 2021	3-5	Meet or exceed standards	70%	74%	CAASPP ELA	annually

*Identified Need

CAASPP scores remained stable with 70% of students meeting/exceeding standards. That number needs to increase annually to ensure all students are meeting grade level standards.

*Online Learning Implications

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet ELA standards	23%	35%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	Meet ELA standards	34%	40%	CAASPP ELA	annually

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June 2021	3-5	Hispanic or Latino	Meet ELA standards	52%	60%	CAASPP ELA	annually
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Strategy/Activity 1

*Students to be served by this Strategy/Activity

EL students, Hispanic Students, SWD, as well as struggling students who may not fall into these particular subgroups.

*Strategy/Activity - Description

- EL/ Hispanic students/ SWD/ struggling students will be supported with after school tutoring from a classroom teacher. They will receive additional support outside of the school day which enables them to access the content during the day without missing instruction. Instead of pulling students out of the classroom for interventions (and therefore missing something in the classroom), they will receive additional instruction at their level to meet their needs in an afterschool environment.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N027495	Non Clsrn Tchrlly		\$3,012.00	\$3,683.38	0274-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]		intervention and support for struggling students
	Classroom Teacher Hrlly				0274-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 3 - Mathematics Ref Id : N027496	After school support tutoring for students in need of additional support

Strategy/Activity 2

*Students to be served by this Strategy/Activity

EL and Hispanic students

*Strategy/Activity - Description

- EL students will be supported by In-School Resource teacher with DELD lessons targeted to their needs. In-school resource teacher will push into classrooms and meet with small groups of EL students with like needs and teach them their daily DELD lessons. This will enable the classroom teacher to better meet the needs of all student in the class.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02741W	Inschool Resource Tchrlly	0.20000	\$19,017.40	\$23,363.64	0274-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In-School Resource teacher will support the EL students
F02741X	Inschool Resource Tchrlly	0.10000	\$9,508.70	\$11,681.82	0274-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		In-School Resource teacher will support the EL students

Strategy/Activity 3

*Students to be served by this Strategy/Activity									
All students including EL, Hispanic, AA and SWD.									
*Strategy/Activity - Description									
Professional development for teachers will be ongoing around Culturally responsive Teaching. In 19-20 teachers engaged in a book study of Zaretta Hammond's book in order to become more culturally responsive, meet the needs of our students in our lowest performing subgroups, create independent learners and grow the cognitive ability of our students in order for them to be more academically successful. PD this year will build on the 19-20 focus on Culturally Responsive Teaching and the Brain and creating independent learners and will expand to becoming anti-racist, reflective, and abolishing practices that prevent dark students from making progress.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Strategy/Activity 4									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Buying of instructional and intervention supplies, to support ELA instruction in the classroom and help close the achievement gap									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N027494	Supplies		\$1,858.00	\$1,858.00	0274-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Instructional and intervention materials

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In the 2018-2019 school year we engaged in student centered coaching cycles in math in grades 2-3. Despite this work our overall school CAASPP scores dropped from 71% to 66% of students meeting/exceeding standards in grades 3-5. In the 2019-2020 school year we began mathematics coaching cycles with 4th and 5th grades but school closures in the spring impacted our ability to finish them. If school re-opens and resources are available we will finish out the 4th/5th grade cycles this school year.

*Major Differences

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

We intended for the focus on 2nd/3rd-grade math to lay a strong number sense foundation and result in an increase in 3rd grade CASSPP scores but since 3rd grade is the first-year students take the CAASPP there was no baseline for this group of students making it difficult to measure growth for this specific goal. Coaching cycles this year are contingent on school re-opening and district resources being available.

*Changes

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

During the 2020-2021 school year, we will engage in Student-centered Math Coaching Cycles in all 4th and 5th-grade classrooms (in the spring). Additionally, classroom teachers will provide after school tutoring in mathematics for struggling students. Additionally, we will provide after school tutoring in mathematics provided by classroom teachers which has not been provided previously.

*Goal 3 - Mathematics									
By Date		Grade	Objective		Baseline Percentage	Target Percentage	Measure of Success		Frequency
June 2021		3-5	Meet standards		66%	72%	CAASPP Math		annually
*Identified Need									
CAASPP Math scores have declined for the past 3 years. 75.3% in 16-17, 70.9% in 17-18 and 66.4% in 18-19.									
*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	3-5	English Learner		Meet standards	23%	35%	CAASPP Math		annually
June 2021	3-5	Hispanic or Latino		Meet standards	52%	60%	CAASPP Math		annually
June 2021	3-5	Students with Disabilities		Meet standards	34%	40%	CAASPP Math		annually
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
EL learners, Students with disabilities, Hispanic students as well as all student struggling.									
*Strategy/Activity - Description									
After school tutoring will be provided by classroom teachers for students struggling in mathematics (upon a return to in-person school and if guidelines allow for it).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N027496	Classroom Teacher Hrly		\$3,366.00	\$4,116.28	0274-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		tutoring intervention in support of struggling students
N027498	Classroom Teacher Hrly		\$5,000.00	\$6,114.50	0274-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		tutoring for intervention
Strategy/Activity 2									
*Students to be served by this Strategy/Activity									
All students including EL, Hispanic and SWD.									
*Strategy/Activity - Description									
All 4th and 5th grade teachers will engage in Student Centered Coaching Cycles for mathematics in the spring focused around problem solving.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

During the 2018-2019 school year teachers provided DELD within their own classrooms with minimal curriculum supports. 23% of our 13 EL students met or exceeded standards in ELA and 29% of EL students met/exceeded standards in math on the SBAC. This is 3 students in ELA out of the 13 long term English Learners who were tested and 4 out of the 14 Long Term EL students in math. There is a large discrepancy/gap between our overall school scores (70% met/exceeded in ELA and 66% in math). These 14 students are either Long Term English language learners or EL's new to the country. Three of them are also students with disabilities. Last year a portion of our funding was spent on retired teacher hourly to assess students on the ELPAC.

*Major Differences

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

No major differences.

*Changes

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

In the 2019-2020 school year our In-School resource teacher will dedicate her time to teaching DELD lessons to our EL students. Additionally, she will use the newly identified curricular supports including digital Benchmark lessons. A portion of funds will still be spent on retired teacher hourly to administer the ELPAC test.

***Integrated English Language Development**

Principal will conduct walk through's to ensure integrated ELD is taking place in classrooms with EL students. Principal will provide online DELD curriculum to all classroom teachers and provide time in PLC's for teacher to plan ELD lessons (both DELD and strategies for integrated ELD).

***Designated English Language Development**

In-school resource teacher will be focused on providing DELD to our students. Principal will collect schedules and conduct walk through's to ensure DELD is taking place. Principal will meet with In-school resource teacher on a regular basis to monitor student progress. Principal will provide online DELD curriculum to all classroom teachers and resource teacher.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Meet ELA standards	23%	35%	CAASPP ELA	annually

***Identified Need**

Only 23% of our EL students met/exceeded standards which is a significant gap considering 70% of our overall student population met/exceeded standards.

***Online Learning Implications**

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

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

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

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

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Make one year's growth on the ELPAC assessment	NA	90%	Summative ELPAC	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

EL students.

*Strategy/Activity - Description

Classroom teachers and In-School Resource teacher will provide daily DELD lessons for all EL students. All teachers will be provided with the online DELD curriculum.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0274-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02741W	EL Support for students
	Inschool Resource Tchr				0274-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts Ref Id : F02741X	EL Support for students

Strategy/Activity 2

*Students to be served by this Strategy/Activity

EL students

*Strategy/Activity - Description

Retired teacher will be hired to administer ELPAC test to all EL students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02748Q	Retired NonClstrm Tchr Hrly		\$2,000.00	\$2,445.80	0274-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Support

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order to increase SBAC scores (and student achievement) for students with IEP's we have focused on providing rigorous Tier I instruction for several years. We began focusing on co-teaching during the 19-20 school year. Emphasis was placed on providing services within the gen ed classrooms, especially in the upper grades. During the 19-20 school year all 4th and 5th grade classes contained more that 20% of students with IEPs.

*Major Differences

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

For the 20-21 school year we will target the inclusion of additional student with IEP's in the after school tutoring program (increase the number of student with IEPs attending the after school tutoring). Ed Specialists will collaborate with the after school tutors (who may not be the students primary gen ed teacher) to provide targeted instruction to meet their specific needs. Additionally, during the school day, there will be even greater emphasis on co-teaching, a practice we began in earnest during the 19-20 school year in order to support our students with IEP's in their general ed classrooms and minimize time out of the classroom.

*Changes

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

Tierrasanta Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Previous goals will be continued and we will grow the co-teaching practice to the primary grades. A concentrated effort will be made to recruit more students with IEPs for the after school tutoring program thus providing them with additional instruction and intervention.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Meet or exceed grade level standards in ELA	34.5%	40%	DRA 2	trimester
June 2021	3-5	Meet or exceed grade level standards in math	24.1%	30%	Other (Describe in Objective)	annually

*Identified Need

Our students with disabilities are struggling in both ELA and math as evidenced by DRA and CAASPP scores. Additionally, CAASPP scores have declined for the past three years in both ELA and math for students with disabilities.

*Online Learning Implications

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

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Meet grade level standards in reading	NA	40%	DRA 2	trimester
June 2021	3-5	Students with Disabilities	Meet grade level standards in math	24.1%	30%	Other (Describe in Objective)	annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Students with disabilities (as well as all struggling students).

*Strategy/Activity - Description

Students will receive targeted after school tutoring from classroom teachers in the area of mathematics and English language arts.

Tierrasanta 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

Strategy/Activity 2

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

Students with disabilities.

***Strategy/Activity - Description**

Ed Specialists will focus on co-teaching in classrooms, providing effective and targeted student support in gen ed settings. They will co-teach themselves as well as train para professionals to co-teach in classrooms in a meaningful way. Special Ed planning days will be held throughout the year to collaborate and receive Professional Development around co-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

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-3	AA	Decrease referrals and suspensions for AA youth	TBD	TBD	Suspensions (Classroom and School)	Trimester

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

Staff at Tierrasanta Elementary will be trained on Restorative Justice Practices which will decrease the amount of referrals for AA youth and reframe teacher mindsets around discipline. We began the work of Culturally responsive teaching last year and will expand upon it this year with Restorative Justice and book clubs.

***Identified Need**

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

in 2018-2019 we had 7 African American students in grades 3-5. 57% of them were proficient/advanced (42% advanced) in ELA. 43% were proficient/advanced (29% advance) in math. 2 of the 7 are students with disabilities.

***Online Learning Implications**

Tierrasanta Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Student progress is monitored regularly by teachers and teachers meet 5x per year with the principal to review data and plan for next steps. This will continue to happen in the online setting. Attendance is also monitored and followed up on by school counselor to ensure all students are accessing the learning and to provide supports where necessary.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

African American students

*Strategy/Activity - Description

Staff at Tierrasanta Elementary will be trained on Restorative Justice Practices which will decrease the amount of referrals for AA youth and reframe teacher mindsets around discipline. We began the work of Culturally responsive teaching last year and will expand upon it this year with Restorative Justice and book clubs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02745W	Supplies		\$1,858.00	\$1,858.00	0274-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Support book clubs and supplies need for professional development for staff.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Parent involvement is high at Tierrasanta Elementary. We provide and encourage many opportunities for parent involvement and have great attendance at all of our many events. We have an active PTO and many ways to get involved from SSC, SGT, PTO, classroom volunteering, numerous after school and evening events, Flag pole assemblies, Curriculum Night, to Open House and much more. Title I parent involvement funds are small and were spent on colored paper last year for communication purposes. Despite our efforts to go green parents have still indicated that they feel paper flyers are a useful form of communication.

*Major Differences

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

No major difference intended for this school year. We will attempt to get more parents to participate in the Parent survey this year by communicating the importance of the survey and by communicating through all of our established methods of communication (Peach Jar, Wednesday Anuncious, Paper flyer in Monday folders, emails from classroom teachers etc.). Last year we had 174 responses.

*Changes

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

We will continue all our current efforts to encourage active parent engagement and involvement as they are presently working and will increase parent participation on the survey by communicating the importance of their participation.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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Tierrasanta Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups	174 parents	225 parents	CAL - SCHLS (CSPS)
*Identified Need					
Last year only 174 parents participated and we would like a higher number of parents to participate this year in order to achieve more accurate results.					
*Online Learning Implications					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <p style="padding-left: 40px;">-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.</p> <p style="padding-left: 40px;">-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</p> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <p style="padding-left: 40px;">-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</p> <p>Training for parents and other caregivers Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups on the parent survey	174	225	Other - Describe in Objective
Strategy/Activity 1					
*Families to be served by this Strategy/Activity					
All families					
*Strategy/Activity - Description					
Continue to encourage family engagement and parent involvement by communicating upcoming events and opportunities to get involved. We will communicate via PeachJar, Wednesday Anuncios, School Messenger, Facebook, teacher emails, paper flyers in the Monday envelopes, and more.					

Tierrasanta 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
N02748D	Supplies		\$1,507.00	\$1,507.00	0274-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for family/parent engagement and colored paper for flyers/communications

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Last year 3rd grade was the focus for the Graduation/Promotion goal. No specific funding resources were devoted to this goal but tier one instruction was a professional development and PLC focus throughout the year. Additionally structures were put in place for monitoring student achievement and improving the RTI process (Response to Intervention).

*Major Differences

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

This year after school tutoring will be provided by classroom teachers which will help us to achieve our graduation/promotion goal of increasing 3rd grade DRA scores.

*Changes

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

No major changes

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Tierrasanta Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3	Meet/exceed grade level standards in reading on the DRA 2	84.38%	87.38%	Grade 3 ELA Reading	trimester
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***Identified Need**

Our students need stronger critical thinking and reading skills to meet standards on the ELA CAASPP. Although a high percentage of them (84.38%) are meeting standards on the DRA by year-end, only 76.8% of them met or exceeded ELA standards on the CAASPP.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
July 2020	3	Students with Disabilities	Grade level on DRA	NA	65%	Grade 3 ELA Reading	3 times per year
July 2020	3	English Learner	Grade level on DRA	NA	75%	Grade 3 ELA Reading	3 times per year
July 2020	3	Socioeconomically Disadvantaged	Grade level on DRA	NA	75%	Grade 3 ELA Reading	3 times per year
July 2020	3	Hispanic or Latino	Grade level on DRA	NA	75%	Grade 3 ELA Reading	3 times per year

Strategy/Activity 1

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

All 3rd grade students.

***Strategy/Activity - Description**

Struggling 3rd grade readers will have access to after school tutoring from classroom teachers targeted to their direct needs.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02741	Classroom Teacher Hrly		\$6,710.00	\$8,205.67	0274-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Intervention for struggling students in 3rd grade
	Classroom Teacher Hrly				0274-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 3 - Mathematics Ref Id : N027496	Intervention for struggling students in 3rd grade

STEAM

Our Vision

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

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

We will foster a culture of STEAM by continuing to focus on our school MAKERSPACE which all students have access to weekly. By providing space, materials, and curriculum as well as planning time for teachers, we will foster creative and collaborative growth mindsets and provide enriching opportunities for our students to engage in science, technology, engineering, art, and math. We will highlight the work of the STEAM pilot in TK-1st grades for the entire staff and school community, and showcase work and successes in public spaces and in the weekly Wednesday Anuncios (emailed out to all families and staff).

All TK-1st grade teachers will attend the district STEAM pilot trainings throughout the school year in order to grow their understanding of the program/curriculum and deepen their understanding of how to integrate STEAM concepts throughout the day and content areas. TK-1st grade teachers will share their learnings, insights, and experiences with the larger staff in staff meetings and professional development.

Teachers will be given PLC time to plan together and share best practices around the STEAM curriculum and integration. The principal will observe STEAM lessons and offer feedback in order to support teachers. District resource teachers will be utilized to assist teachers as necessary.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrator will work alongside all members of the RTI and ILT teams to ensure the following are in place at the school:

- A guaranteed and viable curriculum in every classroom
- All teachers focused on work around Culturally responsive teaching and Restorative Justice
- Classroom observations conducted to monitor implementation of curriculum, and quality of student learning
- Targeted after school tutoring based on individual student need

- Oversee after school tutoring program in conjunction with ILT and counselor (RTI coordinator)
- Implement Area 1 Assessment plan reviewed with teachers prior to the start of school
- Ensure administration of common formative assessments to analyze in PLC's and guide instruction
- Hold student monitoring meeting at each trimester and once in between each trimester (5 times total throughout the year)
- Plan and provide professional development around culturally responsive teaching, RTI, and Restorative Justice
- Meet with in-school resources teacher bi-weekly to monitor student progress in language development (DELD)

- Teacher report students with high absenteeism to principal and counselor. They in turn reach out to students and families to provide what they need and offer strategies for access, assistance with technology etc. All tech numbers, resources, tutorials etc. are provided to families weekly in the school newsletter for reference. Counselor makes home visits when necessary.
- All teachers and paras provided 10 training sessions prior to the start of school around topics pertinent to online learning. Training included student engagement. Prior to the start of school teachers were also provided time to read and discuss chapters from the Distance Learning Playbook around student engagement and relationship building during several PLCs that took place before school started. Staff meeting always include a share-out of best practice around student engagement.
- Attendance taking is systematic and the same across all settings in our school
- Most communications are accessible to families in their language of choice and translation is provided when needed. We have a bilingual school clerk who assists in phone calls and oral communication frequently as well.

-The SPSA will be met while online with attention and review from the principal and ILT, revision of goals as necessary to the online learning environment. We have been able to use the after school tutoring money to pay teachers to tutor after the live synchronous online learning during phase.

ACHIEVEMENT**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:

ACHIEVEMENT**APPENDIX A****BUDGET SUMMARY**

Tierrasanta Elementary Budget Summary

DESCRIPTION

AMOUNT

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

\$ 28,554

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)

\$ 89,943

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)	\$30,210
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$30,210

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)	\$31,178
[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): \$ 31,178

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$89,943

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Tierrasanta Elementary	09800 LCFF Intervention Support	School Counselor	1210	Counselor	0.1000	\$ 8,707.20	
		School Counselor	3000			\$ 3,847.12	
			1157	Classroom Teacher Hrly		\$ 11,710.00	
			1986	Retired NonClsm Tchr Hrly		\$ 2,000.00	
			3000			\$ 3,055.97	
				4301	Supplies		\$ 1,858.00
	09800 LCFF Intervention Support Total					0.1000	\$ 31,178.29
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.2000	\$ 19,017.40	
		Inschool Resource Tchr	3000			\$ 4,346.24	
			1957	Non Clsm Tchr Hrly		\$ 3,012.00	
			3000			\$ 671.38	
	30100 Title I Basic Program Total					0.2000	\$ 27,047.02
	30103 Title I Parent Involvement		4301	Supplies		\$ 1,507.00	
30103 Title I Parent Involvement Total						\$ 1,507.00	
30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70		
	Inschool Resource Tchr	3000			\$ 2,173.12		
	School Counselor	1210	Counselor	0.1000	\$ 8,707.20		
	School Counselor	3000			\$ 3,847.12		
		1157	Classroom Teacher Hrly		\$ 3,366.00		
		3000			\$ 750.28		
				4301	Supplies		\$ 1,858.00
30106 Title I Supplmnt Prog Imprvmt Total					0.2000	\$ 30,210.42	
Grand Total					0.5000	\$ 89,942.73	

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Tierrasanta Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Tierrasanta Elementary has developed a written parent & family engagement policy with input from parents *through our SSC meetings*.

It has distributed the policy to all parents and guardians.

In Monday Folders when in person (our home/school communication system). This year since we are currently online we will distribute it through the Anuncios (our weekly online Newsletter).

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established:

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

Principal Chat- Oct. 1, 2020 @ 8:15 AM (Online Zoom Meeting)

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:

Principal chat's are offered throughout the year typically in the mornings, SSC meetings are monthly at 2:10 in the afternoon, PTO meetings are held at various times of day including evenings. Curriculum Night and Open House are night meetings.

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?

Parents are involved through SSC, Foundation, and Governance meetings, Principal Chat's, Curriculum Night, surveys etc.

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

Information about school programs are provided through our website, principal chat's, School messenger e-blasts, Facebook, SSC, FLAG Assemblies, Wednesday Anuncios (weekly memo), Governance and PTO meetings and Parent Portal.

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?

Curriculum Night, Parent/Teacher conferences, school website, teacher emails and communications.

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?

Through school and teacher/ program surveys, Parent/teacher conferences, SSC, Governance and PTO meetings.

Tierrasanta Elementary distributes to parents a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

See above

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

Provided at Curriculum Night, during parent/teacher conferences, through teacher emails and communication, in Wednesday Anuncios (weekly school memo), appointments with school counselor etc.

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

In staff meetings, professional development and weekly bulletin

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.

Resources available as needed through school psychologist and counselor. Serra Cluster provides parent education.

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

Information distributed through weekly Monday folders and on an individual as needed basis in a language parents can understand.

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

Principal and staff always open to feedback and requests!

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Tierrasanta Elementary on Sept. 21, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students on, or before: Sept. 28, 2020

Sally Viavada, Principal

Approved on Sept. 21, 2020

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**



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

TIERRASANTA ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

Our school will be adopting Benchmark Adelante/Advance for our ELA curriculum this year. Teachers follow the CA Common Core State Standards, and the Math units (created by the district and based on Envision 2.0 math). Teachers engage in monthly Professional Learning Communities and Professional Development to continuously improve their practice. Parent teacher conferences will be held the week before Thanksgiving break and the week before Spring break (this may change if still online). Reports on student progress is done at Parent Teacher Conference time as well as throughout the school year. Teachers communicate children's progress through emails, work sent home, Class Dojo, Monday folders (when in-

person) and more. Staff will be available for consultation with parents. Parents can request a conference and schedule an appointment at any time. Parents are encouraged to volunteer in our classrooms and on campus (when safety guidelines allow for it) and log on to Parent Portal to check their child's academics and attendance. There are many opportunities to get involved. Please communicate with and make arrangements with the classroom teacher and or PTO.

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

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

Through Parent/teacher conferences, teacher communications, Principal Chat's, Curriculum/ Back to School Night, and more.

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

Parents are encouraged to set up conferences with their child's teacher as needed for ideas to help their children at home. Summer reading programs are sent home for struggling students. All students are provided with an ST math account and Raz-Kids (Learning A-Z) account to work on at home and improve achievement. Trainings (around parenting and how to work with students at home) are offered periodically through the Serra Cluster and school.

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

We have an active PTO that communicates regularly with staff through parent room reps, staff meetings and PTO meetings. The staff acknowledges the importance of valuing parental contributions and constantly strives to welcome and incorporate parent volunteers into the classroom and school community (when in person and safe to do so). Staff professional development includes the topic of engagement and culturally responsive teaching.

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

Our school has an active MFLAC (Military Family Life Counselor) who works with military students and their families on an as needed basis. PTO meetings are held on both evenings and in the mornings to accommodate various parent work schedules. Our school psychologist and school nurse are available to assist families and provide resources as needed. Our school counselor works with SAY San Diego and provides resources for families in need.

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

TES distributes information through e-blasts, Anuncios (weekly newsletter) the website, Monday Folders (when in-person), the marquee, the Foundation Facebook page, Konstella, Class Dojo (Classroom management systems) etc.

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

The school works closely with the Foundation to coordinate, approve, and provide space and resources for Foundation programs and events. All parents are encouraged to propose ideas and get involved.

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

Important communications are sent home in the primary language.

This Compact was adopted by the Tierrasanta Elementary SSC on Sept. 21, 2020, and will be in effect for the period of the 2020-2021 school year

The school will distribute the Compact to all parents and family members of students participating on, or before: Sept. 28

Sally Viavada, Principal

Sept. 21, 2020

ACHIEVEMENT

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

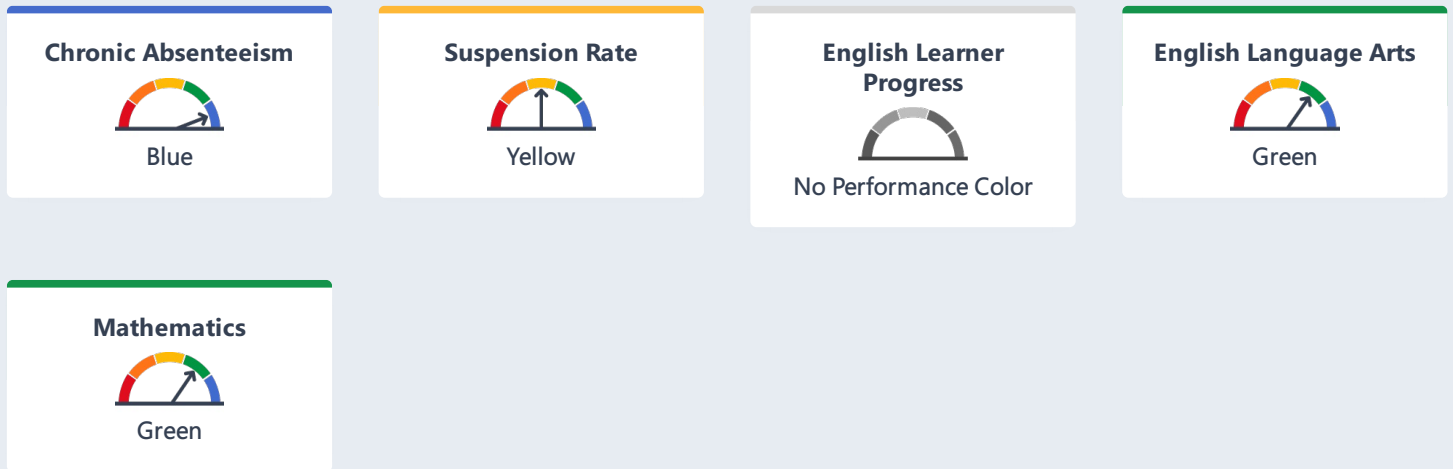
Reclassification data results can be requested from the school site.

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

Tierrasanta Elementary

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



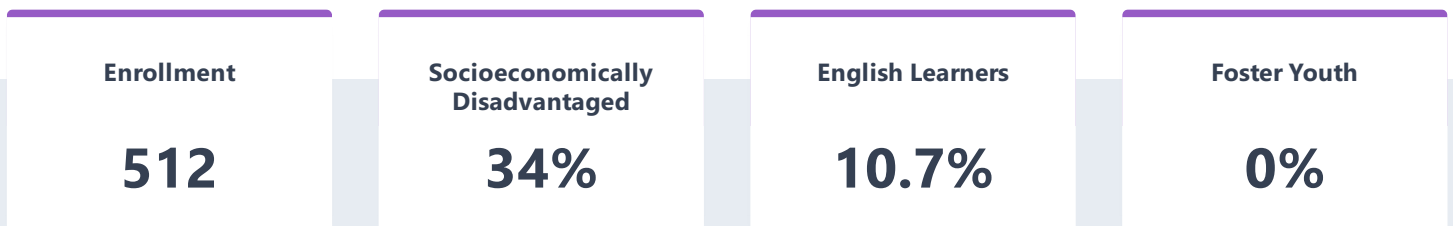
School Details

NAME Tierrasanta Elementary	ADDRESS 5450 La Cuenta Drive San Diego, CA 92124-1417	WEBSITE http://www.sandi.net/tie...	GRADES SERVED K-5
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TIERRASANTA ELEMENTARY

Student Population

Explore information about this school's student population.



Academic Performance

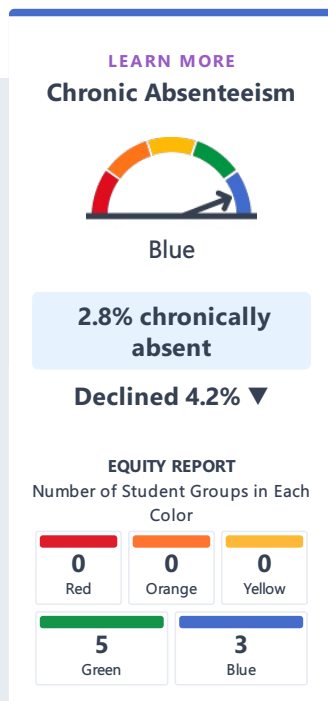
View Student Assessment Results and other aspects of school performance.



TIERRASANTA 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



Yellow

1.9% suspended at least once

Maintained -0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	0 Yellow
3 Green	1 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Green

36.6 points above standard

Maintained -1 Points

Number of Students: 211

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged

White



Blue

English Learners



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

6.1 points below standard

Maintained -2.7 Points

Number of Students: 21

Asian



No Performance Color

52.3 points above standard

Declined 7 Points ▼

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

58 points above standard

Maintained -2.5 Points

Number of Students: 26

Students with Disabilities



No Performance Color

32.4 points below standard

Declined 7 Points ▼

Number of Students: 33

Hispanic



Green

10 points above standard

Maintained 0.9 Points

Number of Students: 59

Socioeconomically Disadvantaged



Green

14.7 points above standard

Maintained 0.3 Points

Number of Students: 93

White



Green

52.7 points above standard

Declined 7.7 Points ▼

Number of Students: 77

English Learners



Blue

29.4 points above standard

Increased 17.9 Points ▲

Number of Students: 38

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 51.2 points above standard

37.6 points above standard

36.6 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
23.7 points below standard	66.9 points above standard	35.9 points above standard
Increased 20.9 Points ▲	Maintained 2.1 Points	Declined 6.9 Points ▼
Number of Students: 16	Number of Students: 22	Number of Students: 161

Mathematics

All Students

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

All Students



Green

29.6 points above standard







Declined 3.5 Points ▼

Number of Students: 210

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green English Learners Hispanic Socioeconomically Disadvantaged	 Blue White	 No Performance Color African American Asian Filipino Homeless Two or More Races

African American

No Performance Color

23.1 points below standard

Declined 23.5 Points ▼

Number of Students: 20

Asian

No Performance Color

64.2 points above standard

Declined 15.4 Points ▼

Number of Students: 20

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

43.5 points above standard

Declined 10.1 Points ▼

Number of Students: 26

Students with Disabilities

No Performance Color

45.8 points below standard

Declined 25.8 Points ▼

Number of Students: 33

English Learners

Green

22.2 points above standard

Maintained 1.2 Points

Number of Students: 38

Hispanic

Green

1.8 points above standard

Maintained -1.4 Points

Number of Students: 59

Socioeconomically Disadvantaged

Green

7.9 points above standard

Declined 7.7 Points ▼

Number of Students: 92

White

Blue

46.4 points above standard

Maintained 0.8 Points

Number of Students: 77

Distance From Standard (Mathematics)

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

2017

2018

2019

All Students

45.8 points above standard

33.1 points above standard

29.6 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
23.1 points below standard	54.1 points above standard	28.8 points above standard
Maintained 1 Points	Declined 9.7 Points ▼	Declined 4.1 Points ▼
Number of Students: 16	Number of Students: 22	Number of Students: 160

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.

[LEARN MORE](#)

English Learner Progress

48.4% making progress towards English language proficiency

Number of EL Students: 31

Performance Level
Medium

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.

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



Blue

2.8% chronically absent

Declined 4.2% ▼

Number of Students: 533

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

African American

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

Asian

Two or More Races

White



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 14

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: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American



Green

5.3% chronically absent

Declined 3.8% ▼

Number of Students: 38

Students with Disabilities



Green

3.8% chronically absent

Declined 12.1% ▼

Number of Students: 78

English Learners



Green

4.9% chronically absent

Declined 4.6% ▼

Number of Students: 61

Hispanic



Green

6.4% chronically absent

Declined 7.5% ▼

Number of Students: 157

Socioeconomically Disadvantaged



Green

6.2% chronically absent

Declined 7.7% ▼

Number of Students: 193

Asian



Blue

0% chronically absent

Maintained 0%

Number of Students: 39

Two or More Races



Blue

0% chronically absent

Declined 6% ▼

Number of Students: 77

White



Blue

1.4% chronically absent

Declined 1.6% ▼

Number of Students: 207

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



Yellow

1.9% suspended at least once

Maintained -0.2%

Number of Students: 538

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

White



Yellow

No Students



Green

African American

Two or More Races

Students with Disabilities



Blue

Asian



No Performance Color

American Indian

Filipino

Homeless



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 14

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Orange

3.3% suspended at least once

Maintained 0.2%

Number of Students: 61

Hispanic



Orange

1.9% suspended at least once

Increased 0.5% ▲

Number of Students: 158

Socioeconomically Disadvantaged



Orange

3.1% suspended at least once

Maintained -0.1%

Number of Students: 195

White



Orange

2.4% suspended at least once

Increased 1.4% ▲

Number of Students: 209

African American



Green

2.5% suspended at least once

Declined 0.4% ▼

Number of Students: 40

Two or More Races



Green

1.3% suspended at least once

Declined 3.5% ▼

Number of Students: 77

Students with Disabilities



Green

2.5% suspended at least once

Declined 1.7% ▼

Number of Students: 79

Asian



Blue

0% suspended at least once

Declined 2.6% ▼

Number of Students: 39



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Tierrasanta
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	199	70.4	191	74.9	215	74.0	213	70.4	214	69.6	-0.8	-0.8	193	63.2	190	65.3	215	75.3	213	70.9	214	66.4	3.2	-4.5
Female	91	70.3	91	76.9	92	81.5	98	73.5	100	77.0	6.7	3.5	87	59.8	91	62.6	91	80.2	97	72.2	101	67.3	7.5	-4.9
Male	108	70.4	100	73.0	123	68.3	115	67.8	114	63.2	-7.2	-4.6	106	66.0	99	67.7	124	71.8	116	69.8	113	65.5	-0.5	-4.3
African American	7	-	12	83.3	16	62.5	13	46.2	21	57.1	-	10.9	7	-	12	50.0	16	62.5	13	61.5	20	40.0	-	-21.5
Asian**	8	-	6	100.0	5	-	8	-	21	81.0	-	-	8	-	6	-	6	-	8	-	21	81.0	-	-
Filipino	6	-	5	83.3	6	-	6	-	8	-	-	-	6	-	5	-	6	-	6	-	8	-	-	-
Hispanic	65	60.0	61	55.7	70	60.0	65	56.9	58	51.7	-8.3	-5.2	64	43.8	61	57.4	70	61.4	65	55.4	59	54.2	10.4	-1.2
Indochinese**	13	61.5	9	45.0	14	78.6	16	81.3	-	-	-	-	13	30.8	9	-	14	92.9	16	87.5	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	1	-	2	-	0	-	-	-	1	-	1	-	0	-	2	-	0	-	-	-
White	68	75.0	66	87.9	65	87.7	71	77.5	79	77.2	2.2	-0.3	65	80.0	65	73.8	65	86.2	71	74.6	79	70.9	-9.1	-3.7
Multiracial	31	80.6	31	87.1	38	76.3	32	87.5	27	81.5	0.9	-6.0	29	69.0	31	67.7	38	78.9	32	87.5	27	77.8	8.8	-9.7
English Learner	27	44.4	9	17.4	17	35.3	16	25.0	13	23.1	-21.3	-1.9	28	39.3	9	-	18	44.4	17	41.2	14	28.6	-10.7	-12.6
English-Speaking	172	74.4	182	77.5	198	77.3	197	74.1	201	72.6	-1.8	-1.5	165	67.3	181	68.0	197	78.2	196	73.5	200	69.0	1.7	-4.5
Reclassified†	14	92.9	24	83.3	22	86.4	19	78.9	22	90.9	-2.0	12.0	13	69.2	24	70.8	22	86.4	19	84.2	22	81.8	12.6	-2.4
Initially Eng. Speaking	158	72.8	158	76.6	176	76.1	178	73.6	179	70.4	-2.4	-3.2	152	67.1	157	67.5	175	77.1	177	72.3	178	67.4	0.3	-4.9
Econ. Disadv.*	85	55.3	88	58.0	91	63.7	97	60.8	94	58.5	3.2	-2.3	83	43.4	87	49.4	91	59.3	97	63.9	93	55.9	12.5	-8.0
Non-Econ. Disadv.	114	81.6	103	89.3	124	81.5	116	78.4	120	78.3	-3.3	-0.1	110	78.2	103	78.6	124	87.1	116	76.7	121	74.4	-3.8	-2.3
Gifted	67	82.1	76	86.8	71	88.7	50	86.0	54	90.7	8.6	4.7	64	82.8	75	84.0	71	90.1	50	90.0	54	90.7	7.9	0.7
Not Gifted	132	64.4	115	67.0	144	66.7	163	65.6	160	62.5	-1.9	-3.1	129	53.5	115	53.0	144	68.1	163	65.0	160	58.1	4.6	-6.9
With Disabilities	23	26.1	13	38.5	17	47.1	24	41.7	29	34.5	8.4	-7.2	21	19.0	13	23.1	17	52.9	24	45.8	29	24.1	5.1	-21.7
WO Disabilities	176	76.1	178	77.5	198	76.3	189	74.1	185	75.1	-1.0	1.0	172	68.6	177	68.4	198	77.3	189	74.1	185	73.0	4.4	-1.1
Homeless	2	-	0	57.1	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	40	75.0	24	79.2	23	78.3	23	69.6	41	73.2	-1.8	3.6	39	56.4	24	62.5	22	81.8	22	68.2	41	61.0	4.6	-7.2

* 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
Tierrasanta
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	64	68.8	62	69.4	85	72.9	51	72.5	69	76.8	8.0	4.3	60	68.3	62	59.7	85	80.0	50	82.0	69	69.6	1.3	-12.4
Female	28	71.4	29	62.1	33	78.8	23	73.9	34	82.4	11.0	8.5	25	68.0	29	51.7	33	87.9	22	72.7	34	70.6	2.6	-2.1
Male	36	66.7	33	75.8	52	69.2	28	71.4	35	71.4	4.7	0.0	35	68.6	33	66.7	52	75.0	28	89.3	35	68.6	0.0	-20.7
African American	3	-	3	83.3	8	-	3	-	9	-	-	-	3	-	3	-	8	-	3	-	9	-	-	-
Asian**	2	-	0	100.0	3	-	3	-	3	-	-	-	2	-	0	-	3	-	3	-	3	-	-	-
Filipino	4	-	2	83.3	1	-	2	-	1	-	-	-	4	-	2	-	1	-	2	-	1	-	-	-
Hispanic	19	47.4	22	54.5	27	55.6	18	72.2	15	60.0	12.6	-12.2	19	47.4	22	54.5	27	63.0	17	70.6	15	60.0	12.6	-10.6
Indochinese**	5	-	5	45.0	6	-	4	-	-	-	-	-	5	-	5	-	6	-	4	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	20	85.0	20	90.0	24	87.5	17	70.6	32	84.4	-0.6	13.8	19	84.2	20	80.0	24	91.7	17	82.4	32	75.0	-9.2	-7.4
Multiracial	11	90.9	9	87.1	16	75.0	4	-	9	-	-	-	8	-	9	-	16	93.8	4	-	9	-	-	-
English Learner	10	50.0	4	17.4	11	36.4	1	-	3	-	-	-	11	54.5	4	-	11	45.5	1	-	3	-	-	-
English-Speaking	54	72.2	58	74.1	74	78.4	50	72.0	66	78.8	6.6	6.8	49	71.4	58	63.8	74	85.1	49	81.6	66	71.2	-0.2	-10.4
Reclassified†	0	-	7	83.3	5	-	5	-	8	-	-	-	0	-	7	-	5	-	5	-	8	-	-	-
Initially Eng. Speaking	54	72.2	51	72.5	69	78.3	45	71.1	58	75.9	3.7	4.8	49	71.4	51	62.7	69	84.1	44	79.5	58	67.2	-4.2	-12.3
Econ. Disadv.*	29	44.8	34	50.0	36	61.1	23	78.3	34	67.6	22.8	-10.7	28	42.9	34	47.1	36	66.7	22	77.3	34	61.8	18.9	-15.5
Non-Econ. Disadv.	35	88.6	28	92.9	49	81.6	28	67.9	35	85.7	-2.9	17.8	32	90.6	28	75.0	49	89.8	28	85.7	35	77.1	-13.5	-8.6
Gifted	24	75.0	25	88.0	20	85.0	6	-	17	94.1	19.1	-	23	78.3	25	84.0	20	100.0	6	-	17	94.1	15.8	-
Not Gifted	40	65.0	37	56.8	65	69.2	45	68.9	52	71.2	6.2	2.3	37	62.2	37	43.2	65	73.8	44	79.5	52	61.5	-0.7	-18.0
With Disabilities	8	-	3	38.5	8	-	7	-	10	30.0	-	-	7	-	3	-	8	-	7	-	29	24.1	-	-
WO Disabilities	56	73.2	59	71.2	77	75.3	44	75.0	59	84.7	11.5	9.7	53	73.6	59	61.0	77	80.5	43	83.7	59	81.4	7.8	-2.3
Homeless	1	-	0	57.1	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	64.3	9	79.2	8	-	8	-	17	64.7	0.4	-	14	57.1	9	-	8	-	7	-	17	52.9	-4.2	-

* 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
Tierrasanta
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	68	70.6	65	69.2	62	64.5	87	72.4	56	57.1	-13.5	-15.3	66	65.2	65	63.1	61	68.9	88	75.0	56	60.7	-4.5	-14.3
Female	33	69.7	33	81.8	28	71.4	37	81.1	25	64.0	-5.7	-17.1	31	58.1	33	63.6	27	66.7	37	86.5	26	57.7	-0.4	-28.8
Male	35	71.4	32	56.3	34	58.8	50	66.0	31	51.6	-19.8	-14.4	35	71.4	32	62.5	34	70.6	51	66.7	30	63.3	-8.1	-3.4
African American	2	-	5	83.3	2	-	8	-	3	-	-	-	2	-	5	-	2	-	8	-	2	-	-	-
Asian**	2	-	2	100.0	0	-	4	-	7	-	-	-	2	-	2	-	0	-	4	-	7	-	-	-
Filipino	0	-	3	83.3	2	-	1	-	2	-	-	-	0	-	3	-	2	-	1	-	2	-	-	-
Hispanic	22	68.2	20	40.0	23	47.8	24	50.0	18	27.8	-40.4	-22.2	22	45.5	20	55.0	23	56.5	25	60.0	19	63.2	17.7	3.2
Indochinese**	2	-	3	45.0	5	-	7	-	-	-	-	-	2	-	3	-	5	-	7	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	1	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	28	67.9	22	86.4	18	88.9	25	84.0	21	66.7	-1.2	-17.3	26	80.8	22	63.6	18	83.3	25	80.0	21	47.6	-33.2	-32.4
Multiracial	12	75.0	10	90.0	11	63.6	18	83.3	5	-	-	-	12	66.7	10	70.0	11	72.7	18	88.9	5	-	-	-
English Learner	8	-	3	17.4	6	-	10	30.0	2	-	-	-	8	-	3	-	6	-	11	45.5	3	-	-	-
English-Speaking	60	76.7	62	71.0	56	67.9	77	77.9	54	59.3	-17.4	-18.6	58	70.7	62	64.5	55	72.7	77	79.2	53	60.4	-10.3	-18.8
Reclassified†	3	-	7	83.3	6	-	7	-	3	-	-	-	3	-	7	-	6	-	7	-	3	-	-	-
Initially Eng. Speaking	57	75.4	55	69.1	50	66.0	70	78.6	51	56.9	-18.5	-21.7	55	69.1	55	63.6	49	71.4	70	78.6	50	60.0	-9.1	-18.6
Econ. Disadv.*	28	53.6	30	50.0	29	48.3	41	56.1	23	39.1	-14.5	-17.0	28	50.0	30	53.3	28	46.4	42	64.3	22	50.0	0.0	-14.3
Non-Econ. Disadv.	40	82.5	35	85.7	33	78.8	46	87.0	33	69.7	-12.8	-17.3	38	76.3	35	71.4	33	87.9	46	84.8	34	67.6	-8.7	-17.2
Gifted	19	84.2	26	76.9	25	84.0	21	81.0	7	-	-	-	17	82.4	26	73.1	25	88.0	21	95.2	7	-	-	-
Not Gifted	49	65.3	39	64.1	37	51.4	66	69.7	49	53.1	-12.2	-16.6	49	59.2	39	56.4	36	55.6	67	68.7	49	55.1	-4.1	-13.6
With Disabilities	5	-	7	38.5	5	-	11	45.5	11	36.4	-	-9.1	4	-	7	-	5	-	11	36.4	11	45.5	-	9.1
WO Disabilities	63	74.6	58	74.1	57	64.9	76	76.3	45	62.2	-12.4	-14.1	62	67.7	58	69.0	56	71.4	77	80.5	45	64.4	-3.3	-16.1
Homeless	1	-	0	57.1	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	83.3	10	80.0	5	-	10	100.0	12	66.7	-16.6	-33.3	11	54.5	10	50.0	4	-	10	90.0	12	50.0	-4.5	-40.0

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Tierrasanta
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	67	71.6	64	85.9	68	83.8	75	66.7	89	71.9	0.3	5.2	67	56.7	63	73.0	69	75.4	75	58.7	89	67.4	10.7	8.7
Female	30	70.0	29	86.2	31	93.5	38	65.8	41	80.5	10.5	14.7	31	54.8	29	72.4	31	83.9	38	57.9	41	70.7	15.9	12.8
Male	37	73.0	35	85.7	37	75.7	37	67.6	48	64.6	-8.4	-3.0	36	58.3	34	73.5	38	68.4	37	59.5	48	64.6	6.3	5.1
African American	2	-	4	83.3	6	-	2	-	9	-	-	-	2	-	4	-	6	-	2	-	9	-	-	-
Asian**	4	-	4	100.0	2	-	1	-	11	72.7	-	-	4	-	4	-	3	-	1	-	11	72.7	-	-
Filipino	2	-	0	83.3	3	-	3	-	5	-	-	-	2	-	0	-	3	-	3	-	5	-	-	-
Hispanic	24	62.5	19	73.7	20	80.0	23	52.2	25	64.0	1.5	11.8	23	39.1	19	63.2	20	65.0	23	39.1	25	44.0	4.9	4.9
Indochinese**	6	-	1	45.0	3	-	5	-	-	-	-	-	6	-	1	-	3	-	5	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	2	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
White	20	75.0	24	87.5	23	87.0	29	75.9	26	76.9	1.9	1.0	20	75.0	23	78.3	23	82.6	29	65.5	26	84.6	9.6	19.1
Multiracial	8	-	12	100.0	11	90.9	10	90.0	13	76.9	-	-13.1	9	-	12	83.3	11	63.6	10	80.0	13	76.9	-	-3.1
English Learner	9	-	2	17.4	0	-	5	-	8	-	-	-	9	-	2	-	1	-	5	-	8	-	-	-
English-Speaking	58	74.1	62	87.1	68	83.8	70	71.4	81	76.5	2.4	5.1	58	60.3	61	75.4	68	75.0	70	61.4	81	72.8	12.5	11.4
Reclassified†	11	90.9	10	80.0	11	90.9	7	-	11	81.8	-9.1	-	10	60.0	10	70.0	11	81.8	7	-	11	72.7	12.7	-
Initially Eng. Speaking	47	70.2	52	88.5	57	82.5	63	69.8	70	75.7	5.5	5.9	48	60.4	51	76.5	57	73.7	63	60.3	70	72.9	12.5	12.6
Econ. Disadv.*	28	67.9	24	79.2	26	84.6	33	54.5	37	62.2	-5.7	7.7	27	37.0	23	47.8	27	63.0	33	54.5	37	54.1	17.1	-0.4
Non-Econ. Disadv.	39	74.4	40	90.0	42	83.3	42	76.2	52	78.8	4.4	2.6	40	70.0	40	87.5	42	83.3	42	61.9	52	76.9	6.9	15.0
Gifted	24	87.5	25	96.0	26	96.2	23	87.0	30	90.0	2.5	3.0	24	87.5	24	95.8	26	84.6	23	82.6	30	86.7	-0.8	4.1
Not Gifted	43	62.8	39	79.5	42	76.2	52	57.7	59	62.7	-0.1	5.0	43	39.5	39	59.0	43	69.8	52	48.1	59	57.6	18.1	9.5
With Disabilities	10	20.0	3	38.5	4	-	6	-	8	-	-	-	10	10.0	3	-	4	-	6	-	8	-	-	-
WO Disabilities	57	80.7	61	86.9	64	87.5	69	71.0	81	75.3	-5.4	4.3	57	64.9	60	75.0	65	78.5	69	60.9	81	71.6	6.7	10.7
Homeless	0	-	0	57.1	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	78.6	5	80.0	10	90.0	5	-	12	91.7	13.1	-	14	57.1	5	-	10	80.0	5	-	12	83.3	26.2	-

* 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.

ACHIEVEMENT

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

SCHOOL NAME: TIERRASANTA ELEMENTARY

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

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school is funding an extra half day of counseling in order to have a counselor on site 2 days a week. The district allocation was a day and a half per week. Counselor will work with individual students, small groups of students and large groups (classroom lessons) as well as act as 504 and RTI Coordinator.

***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	0.10000	\$10,115.73	30106-1210	meet needs of students with social/emotional concerns	Having an extra half day of counseling is beneficial. More students are able to receive counseling and small group intervention for social-emotional support. The RTI process has been strengthened by having a dedicated coordinator.	There are more kids who need support than are able to be reached with the limited amount of counseling time.	Additional FTE for 2020-2021 school year (bringing us to a total of .5 FTE for counseling) counseling time

Tierrasanta Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$1,035.00	30106-4301	Supplies and tools to support struggling students	We are able to fund the supplies students need to be able to learn in the classroom and at home as well as the supplies the counselor needs in order to create safe spaces and environments for students she works with.	This is working adequately.	No change to process for this year.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

- EL students will be supported by In-School Resource teacher with DELD lessons targeted to their needs. In-school resource teacher will pull groups of EL students with like needs and teach them their daily DELD lessons. This will enable the classroom teacher to better meet the needs of all student in the class.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512124	--	--	30100-1109	In school resource teacher will teach DELD lessons to English Learners to increase achievement and English language development.	The In-School Resource teacher is able to provide a portion of DELD for our EL students.	We do not have enough In-School Resource teacher time to provide the necessary DELD requirements. Additionally, she needs a better curriculum from which to teach. We also want her to push into classrooms instead of pull students out.	An additional half day will be purchased. Benchmark curriculum was purchased by district and will be used. Teacher will push into classrooms when it becomes possible to do so safely.
Inschool Resource Tchr - NEW POSN, SBB2512124	--	--	30106-1109	In school resource teacher will teach DELD lessons to English Learners to increase	The In-School Resource teacher is able to provide a portion of DELD for our EL students.	We do not have enough In-School Resource teacher time to provide the necessary DELD	An additional half day will be purchased. Benchmark curriculum was

Tierrasanta Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				achievement and English language development.		requirements. Additionally, she needs a better curriculum from which to teach. We also want her to push into classrooms instead of pull students out	purchased by district and will be used. Teacher will push into classrooms when it becomes possible to do so safely.
--	--	--	--	---	--	--	---

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

After school tutoring will be provided by classroom teachers for students struggling in mathematics.

***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		\$649.00	30100-4301	tutoring supplies	This covers the supplies necessary to teach students during after school tutoring.	It is working.	No modification necessary.

Note/Reminders (optional):

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity - Description							
Classroom teachers and In-School Resource teacher will provide daily DELD lessons for all EL students. All teachers will be provided with the online DELD curriculum.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.10000	\$11,349.05	30100-1109	DELD with EL students	The In-School Resource teacher is able to provide a portion of DELD for our EL students.	We do not have enough In-School Resource teacher time to provide the necessary DELD requirements. Additionally, she needs a better curriculum from which to teach. We also want her to push into classrooms instead of pull students out.	An additional half day will be purchased. Benchmark curriculum was purchased by district and will be used. Teacher will push into classrooms when it becomes possible to do so safely.
Inschool Resource Tchr	0.10000	\$11,349.05	30106-1109	DELD with EL students	The In-School Resource teacher is able to provide a portion of DELD for our EL students.	We do not have enough In-School Resource teacher time to provide the necessary DELD requirements.	An additional half day will be purchased. Benchmark curriculum was purchased by

Tierrasanta Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<p>Additionally, she needs a better curriculum from which to teach. We also want her to push into classrooms instead of pull students out.</p>	<p>district and will be used. Teacher will push into classrooms when it becomes possible to do so safely.</p>
--	--	--	--	--	--	--	---

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Continue to encourage family engagement and parent involvement by communicating upcoming events and opportunities to get involved. We will communicate via PeachJar, Wednesday Anuncios, School Messenger, Facebook, teacher emails, paper flyers in the Monday envelopes and more.

***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		\$1,115.00	30103-4301	paper for family communication and supplies for family engagement activities and events.	High level of family engagement. Families appreciate paper flyers, calendars etc.	This approach is working	No modifications necessary

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: TIERRASANTA ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: COMPLETED IN 2019-20 (FOR 20-21)

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

- EL/ Hispanic students/ SWD/ struggling students, will be supported with after school tutoring from a classroom teacher. They will receive additional support outside of the school day which enables them to access the content during the day without missing instruction. Instead of pulling students out of the classroom for interventions (and therefore missing something in the classroom) they will receive additional instruction at their level to meet their needs in an afterschool environment.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$19,999.09	09800-1157	After school tutoring	Good attendance (students offered tutoring are attending at high rates) Students are making progress	Curriculum still needs to be developed/ uniform -Progress needs to be formally monitored Need more teachers to reach more students	Look outside of current classroom teacher pool for tutors

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Tierrasanta Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

Professional development for teachers will be ongoing around Culturally responsive Teaching. Teachers will engage in a book study of Zaretta Hammond's book in order to become more culturally responsive, meet the needs of our students in our lowest performing subgroups, create independent learners and grow the cognitive ability of our students in order for them to be more academically 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.
Prof&Curriclm Dev Vist Tchr		\$5,049.19	09800-1192	teacher release time for professional development, PLC's and training opportunities	Teachers are attending professional development and bringing best practice back to their classrooms	May not have enough money to provide release time towards the end of the year (should consider additional funds for STEAM pilot to continue next year)	(should consider additional funds for STEAM pilot to continue next year)

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

After school tutoring will be provided by classroom teachers for students struggling in mathematics.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	After school tutoring	See above.	Need better materials/curriculum and ability to monitor progress	Research intervention curriculum and assessment

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Retired teacher will be hired to administer ELPAC test to all EL students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClstrm Tchr Hrly		\$2,440.40	09800-1986	Administer ELPAC	Amount budgeted covers expense of ELPAC testing		None needed

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Students will receive targeted after school tutoring from classroom teachers in the area of mathematics and English language arts.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Provide after school targeted tutoring for struggling students.	See above	See above	See above

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Struggling 3rd grade readers will have access to after school tutoring from classroom teachers targeted to their direct needs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	After school tutoring	See above	See above	See above

Note/Reminders (optional):

What are my leadership strategies in service of the goals?