



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beresford Elementary School	41690396044846	June 3, 2019	September 19, 2019

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## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

SITE LEADERS: Leadership Team Meeting  
Wednesday, April 17th, 12:45-1:45 (data statements)  
Wednesday, May 15- 12:45-1:45 (feedback and connecting the input towards the goals and approval)

ELAC- March 26th (input)  
ELAC- June 4th (feedback and approval)

SSC- Monday, April 22 from 3:30-4:30 (input)  
SSC- Monday, June 3rd (feedback and approval)

PTA- April 24 6-7:30 (input)  
PTA- June 12 6-7:30 (feedback and approval)

Staff- May 7th (input)  
Staff- May 14 (feedback and approval)



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
265	45.3%	29.8%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	79	29.8%
Homeless	34	12.8%
Socioeconomically Disadvantaged	120	45.3%
Students with Disabilities	11	4.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.1%
Asian	14	5.3%
Filipino	14	5.3%
Hispanic	128	48.3%
Two or More Races	22	8.3%
Pacific Islander	6	2.3%
White	78	29.4%

**Data Statements: Strength**

**Data Statements: Challenges**

**Why are we getting these results?**

# School and Student Performance Data

## Data Indicators and Targets

Beresford Elementary School							
Literacy							
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	-3.4 points below standard	10.1 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	10.1 points above	Yes	10 points above
			GROWTH (PROGRESS EXPECTED)	8 point rise	13.4 point rise	Yes	4 point rise
SED "Average Points Above Standard"	-40.2 points below standard	-24.9 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-24.9 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	15.3 point rise	Yes	15 point rise
EL "Average Points Above Standard"	-44 points below standard	-29.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	14.7 point rise	No	15 point rise
SwD "Average Points Above Standard"	N/A	-58.2 points below standard	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	-12.5 points below standard	4.4 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	4.4 points above	No	10 points above
5th Grade "Average Points Above Standard"	-14.3 points below standard	48.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	48.9 points above	Yes	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
ELPAC Performance	Pending	Pending	GROWTH (PROGRESS EXPECTED)	Pending	Pending	Pending	Pending
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	48% Met Standard	53% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	53% Met	No	65 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	52% Met Growth	No	80 % Met Growth
F&P	Baseline [Fall 2018] 1st Trimester	Final Assessment [Spring 2019] 3rd Trimester	STATUS (EXPECTED LEVEL TO BE ATTAINED)	65 % Met	72% Met	Yes	65 % Met
			GROWTH (PROGRESS EXPECTED)	80 % Met Growth	65% Met Growth	No	80 % Met Growth

	Mathematics						
Summative Indicators							
	16-17 Score [Baseline]	17-18 Score [Dec 2018]	17-18 SMFCSD School Expected Targets		17-18 Actual Performance	Met Target?	18-19 Target
Overall "Average Points Above Standard"	-8.5 points below standard	7.9 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	7.9 points above	No	10 points above
			GROWTH (PROGRESS EXPECTED)	5 point rise	16.4 point rise	Yes	3 point rise
SED "Average Points Above Standard"	-35.2 points below standard	-18.7 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	0 points above	-18.7 points below	No	0 points above
			GROWTH (PROGRESS EXPECTED)	15 point rise	16.5 point rise	Yes	15 point rise
EL "Average Points Above Standard"	-43.1 points below standard	-19.3 points below standard	GROWTH (PROGRESS EXPECTED)	15 point rise	23.8 point rise	Yes	15 point rise
SwD "Average Points Above Standard"	N/A	-66.7 points below standard	GROWTH (PROGRESS EXPECTED)	N/A	N/A	N/A	15 point rise
3rd Grade "Average Points Above Standard"	3.8 points above standard	23.8 points above standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	23.8 points above	Yes	10 points above
5th Grade "Average Points Above Standard"	-54.9 points below standard	-1.5 points below standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	10 points above	-1.5 points below	No	10 points above
8th Grade "Average Points Above Standard"	N/A	N/A	STATUS (EXPECTED LEVEL TO BE ATTAINED)	N/A	N/A	N/A	N/A
Leading Indicators							
	Baseline [Fall 2018]	Final Assessment [Spring 2019]					
Galileo	40% Met Standard	53% Met Standard	STATUS (EXPECTED LEVEL TO BE ATTAINED)	60 % Met	53% Met	No	60 % Met
			GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2)	80 % Met Growth	61% Met Growth	No	80 % Met Growth

## Data Statements: Strength

- ELA:  
CAASPP 2018  
All subgroups increase in their performance since last year  
All subgroups made expected growth in ELA  
ELA expected level met  
Overall 3rd-5th all students performed 10.1 points above standard

Math:  
CAASPP 2018  
All students made expected growth (16.4 points)  
Overall we did meet our growth target. Target= 5 point rise Actual= 16.4 point rise  
3rd graders met or exceeded standard- 69% of all 3rd graders  
3rd graders met expected growth in math  
SED made expected growth in math (16. 5 point rise)  
EL made expected growth in math (23.8 point rise)

## Data Statements: Challenges

- ELA:  
CAASPP  
SED students grew 15.3 points but still -24.9 points below expected target of 0  
EL students grew by 14.7 points but still -29.3 points below expected target of 0

Math:  
CAASSP  
All students 7.9 above, needs to be 10 above  
SED did not meet the target of 0 points above. Current = -18.7 below  
5th grade did not meet expected growth in math.

### **Why are we getting these results?**

3. ELA: Things that are happening that are supporting - PD on new Benchmark curriculum, small group instruction, ELD focus with PD around best practices  
Math- Counting collections K-2, MARS, using enVision K-5.

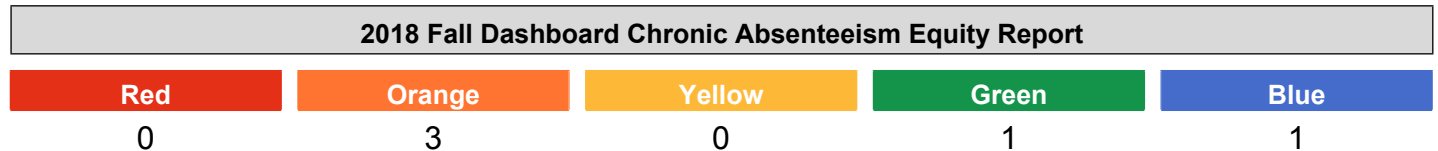
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 6.1% chronically absent Increased 1.6% 279 students	<b>English Learners</b>  Green 4.8% chronically absent Declined 0.7% 84 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Homeless</b>  Orange 14% chronically absent Increased 3.3% 43 students	<b>Socioeconomically Disadvantaged</b>  Orange 11.4% chronically absent Increased 5.3% 132 students	<b>Students with Disabilities</b>  No Performance Color 10.5% chronically absent Declined 2% 19 students



## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Asian</b>  No Performance Color 0% chronically absent Maintained 0% 15 students	<b>Filipino</b>  No Performance Color 0% chronically absent Declined 5.6% 14 students
<b>Hispanic</b>  Orange 7.5% chronically absent Increased 2.3% 134 students	<b>Two or More Races</b>  No Performance Color 0% chronically absent Declined 5.6% 22 students	<b>Pacific Islander</b>  No Performance Color 54.5% chronically absent 11 students	<b>White</b>  Blue 1.3% chronically absent Declined 3.6% 80 students

### Data Statement: Strengths

1. Our English Learners chronically absences declined .7%. White students chronic absences declined 3.6%

### Data Statement: Challenges

2. Homeless, SED chronic absences increased 3.3% and 5.3% respectfully.

### Why are we getting these results?

3. Families are having a hard time coming to school due to outside circumstances which are often attributed to homelessness and SED status

### Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. Our online Attention to Attendance tool that has helped set up conferences to help problem solve these circumstances and reminders for parents about the importance of regular school attendance.

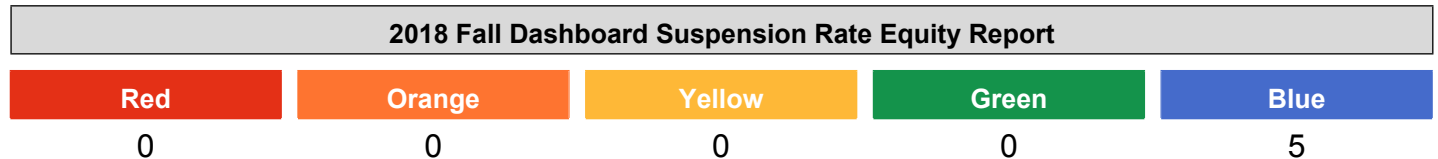
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides 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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0% suspended at least once Maintained 0% 281 students	<b>English Learners</b>  Blue 0% suspended at least once Maintained 0% 84 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  Blue 0% suspended at least once Maintained 0% 44 students	<b>Socioeconomically Disadvantaged</b>  Blue 0% suspended at least once Maintained 0% 133 students	<b>Students with Disabilities</b>  No Performance Color 0% suspended at least once Maintained 0% 19 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data not available for 3 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0% suspended at least once Maintained 0% 15 students	<b>Filipino</b>  No Performance Color 0% suspended at least once Maintained 0% 14 students
<b>Hispanic</b>  Blue 0% suspended at least once Maintained 0% 136 students	<b>Two or More Races</b>  No Performance Color 0% suspended at least once Maintained 0% 22 students	<b>Pacific Islander</b>  No Performance Color 0% suspended at least once 11 students	<b>White</b>  Blue 0% suspended at least once Maintained 0% 80 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
1.7% suspended at least once	0% suspended at least once	0% suspended at least once

#### Data Statement: Strengths

1. All students and every student group including EL, Homeless, and SED were not suspended during the 17-18 school year.

#### Data Statement: Challenges

2. None

#### Why are we getting these results?

3. Tier I procedures and protocols in place

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

4. Continue to strengthen SEL and PBIS

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Language and Literacy

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### Strengths

CAASPP 2018

All subgroups increase in their performance since last year

All subgroups made expected growth in ELA

ELA expected level met

Overall 3rd-5th all students performed 10.1 points above standard

### F&P:

Overall 67% of students met grade level reading standards

Overall Kinder- 80%students met grade level reading standards

Overall 1st- 77%students met grade level reading standards

Overall 2nd- 65%students met grade level reading standards

Overall 4th- 76% students met grade level reading standards

### Galileo (3rd-5th grade):

Beresford 4th grade= 69% met or above standard

### CONCERNS

CAASPP

SED students grew 15.3 points but still -24.9 points below expected target of 0

EL students grew by 14.7 points but still -29.3 points below expected target of 0

### F&P

Overall 3rd- 53% students met grade level reading standards

Overall 5th- 51% students met grade level reading standards

### Galileo

Overall 53% of 3rd-5th graders met or exceeded standard

Overall 56% of 3rd-5th graders met expected growth

3rd grade= 47% met standards

5th grade= 40% met standards

Over 56% of students in grade levels 3-5 met expected growth goals from Tri 1 to Tri 2  
 3rd grade= \_\_51%\_\_ 4th grade= \_\_58%\_\_, 5th grade= \_\_58%\_\_

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	10.1 points above	10 points above proficient
SBAC ALL Students Growth	13.4 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-24.9	0 points above proficient
SBAC SED Students Growth	15.3	15 points rise in average distance from proficient
SBAC EL Students Growth	14.7	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	4.4	10 points above proficient
SBAC 5th Grade Students Status	48.9	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient
Galileo All Students Status	53%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	52%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline data in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	10.1 points above standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	13.4 point rise	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline data in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status	n/a	65% of students meet Grade Level Benchmark

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
Middle: RI All Students Growth	n/a	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	n/a	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group instructions and designated ELD lessons 4 times a week to leveled EL groups.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students will benefit with the integrated ELD strategies within the lesson, the EL students will benefit through the designated ELD lessons.

PD in staff meetings, k/1, 2/3, 4/5 vertical articulation, Scope and sequence	no additional cost to sites		
Principal and reading specialist observations and feedback and monitoring of teachers	no additional cost to the site		
Lesson Study in grade level team- using the talking strategies and other EL strategies to integrate ELD into the main lesson and to plan designated ELD lessons. Use the student teachers for other teachers to be able to go into classrooms to watch lessons.	no additional costs to the site		
Small group ELD facilitator - providing bilingual support in the primary language for newcomers and incoming kindergarten	Para educator 3 hours a day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	21,646
		Donations	12,987

## Strategy & Supporting Actions 2

### Strategy

Teachers provide leveled reading groups daily teaching reading strategies and foundational skills

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students will be served in small group instruction, students who are identified as needing extra support to accelerate reading skills to make growth toward reading targets

Reading Specialists will plan collaboratively, model, coach teachers around best practices in small group instruction. RS will provide Tier 2 and Tier 3 instruction for students (using F&P assessments) who are in need of accelerating growth to make their reading target.	The RS will be in the classrooms modeling and coaching teachers around SGI, RS will pull out students for SGI and Reading Recovery services	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	136,972
Teachers will meet in grade level teams around data and have PD around SGI and other strategies to strengthen literacy skills	Data analysis meeting and PD teacher hourly and release (70 hours/21 subs)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,800
Teachers will meet in strategic teams to plan school wide protocols around reading strategies and link to learning for home	Grade level teams and SPSA teams meet in summer or fall for a total of 4 hours, teacher timecards	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	2,800
Principal and RS observations and feedback and coaching of teachers	no additional cost		

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Mathematics

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 2

Increase student achievement in mathematics, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

### STRENGTHS

#### CAASPP 2018

All students made expected growth (16.4 points)

Overall we did meet our growth target. Target= 5 point rise Actual= 16.4 point rise

3rd graders met or exceeded standard- 69% of all 3rd graders

3rd graders met expected growth in math

SED made expected growth in math (16.5 point rise)

EL made expected growth in math (23.8 point rise)

### CONCERNS

#### CAASSP

All students 7.9 above, needs to be 10 above

SED did not meet the target of 0 points above. Current = -18.7 below

5th grade did not meet expected growth in math.

#### Galileo

4th and 5th did not have 65% meet or exceed standard (4th- 54%, 5th 37%)

Overall 3rd-5th expected growth was 61%- we did not meet our goal of 80%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"><li>• 17-18 for Summative Indicators (e.g., SBAC)</li><li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li></ul>	<ul style="list-style-type: none"><li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li><li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li></ul>
SBAC ALL Students Status	7.9	10 points above proficient
SBAC ALL Students Growth	16.4	3 or 5 points rise in average distance from proficient



Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 17-18 for Summative Indicators (e.g., SBAC)</li> <li>• 18-19 for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 18-19 targets for Summative Indicators (e.g., SBAC)</li> <li>• 19-20 targets for Leading Indicators (Galileo, RI, F&amp;P)</li> </ul>
SBAC SED Students Status	-18.7	0 points above proficient
SBAC SED Students Growth	16.5	15 points rise in average distance from proficient
SBAC EL Students Growth	23.8	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	23.8	10 points above proficient
SBAC 5th Grade Students Status	-1.5	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient
Galileo All Students Status	53%	60% of students meet or exceed grade level expectations
Galileo All Students Growth	61%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Will determine baseline in 2019-2020	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers provide strategic strategies that challenge all learners in rigorous tasks (MARS), across DOK levels that require them to explain their mathematical reasoning using specialized academic language and hand on activities such as Counting Collections and EnVision.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

ALL students

PD in staff meeting, K/1, 2/3, 4/5 Vertical articulation	no additional cost		
Site visits to other classrooms, Grade level collaboration and lesson study in grade level team	sub costs	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	19,471.00

MATH Coaching K-5	.40 FTE Math ToSA		46,997.00
Observation, Feedback, and collaboration with grade level peers, math coach, and principal	see cost above		
Strategic Math planning- Teachers will plan to create school-wide protocols around math practices and link to learning at home	see costs above		

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Wellness

## LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

## Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

## Identified Need

### STRENGTHS

California Healthy Kid Survey

Parent Survey- 83 parents took the survey

School allows input and welcomes parents' contributions: 93%

School encourages me to be an active partner with the school in educating my child: 95%

Parents feel welcome to participate at this school: 93%

Attended a general school meeting 91%

School is a safe place for students 96%

Student Survey- 78% of the 5th graders took the survey

School engagement and supports

High expectations - adults at school 91%

School Safety

Feel safe at school: 100%

### CONCERNS

California Healthy Kid Survey

Parent Survey- 83 parents took the survey

Attended a school or class event 79%

Providing information on your expected role at your child's school 88%

School has adults that really care about students: 92%

School has high expectations for all students 85%

Student Survey- 78% of the 5th graders took the survey

School engagement and supports

School connectedness: 85%

Academic motivation: 83%

Caring adults in school 87%

Meaningful participation 52%

Parent involvement in schooling 82%

School Safety

Been hit or pushed 19%

Mean rumors spread about you 35%

Called bad names or target of mean jokes 30%

**Attendance:**

Chronic absenteeism rates (10 or more missed days of school) currently 2018-April 2019 for all students are 15 students, 5.69%

Chronic absenteeism rates in 2017-2018 were 6.1% for all students and all student subgroups (increase 1.6% from 2016-2017)

Hispanic, Homeless, SED student subgroups show chronic absenteeism rates:

Hispanic 7.5%, Homeless 14%, SED 11.4%

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS School connectedness	85% of 5th grade students experienced a high degree of school connectedness	We would like the percentage to increase next year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy & Supporting Actions 1****Strategy**

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social-emotional relationships with students and adults.

**Students to be Served by this Strategy**

(Identify either All Students or one or more specific student groups)

All students with a focus on EL families

Training- Teachers will be trained in Responsive Classroom focusing on the Morning Meeting and supported by the PBIS handbook	Responsive Classroom training costs	5800: Professional/Consulting Services And Operating Expenditures	4,200.00
Teams- Inquiry and planning- Grade level teams will write morning meetings together and collaborative lessons from PBIS handbook	No Additional cost		
Coaching- PBIS team creates observations and feedback tools as well as supporting scheduling rotation for peer observation and feedback. Members check-in individually with teachers as needed.	No additional cost		

Teachers will be released by RS to observe one another implementing Morning Meeting. PBIS team will review the check-in check-out system regularly to ensure effectiveness.	No additional cost		
Soul Shoppe will provide two school wide assemblies as well as training to the 5th grade Peace Makers	Program costs, assemblies	5800: Professional/Consulting Services And Operating Expenditures PTA	2,000
LIFESKILLS Teachers will teach the weekly LIFESKILLS through the Morning Meeting	No additional cost		

## Strategy & Supporting Actions 2

### Strategy

Students exhibiting Tier 3 behavior and needing mental health support will receive the help they need from our school psychologist, school counselor, and Art Therapy Intern

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students exhibiting Tier 3 behavior

Counselor provides interventions during the school day	2.5 days per week	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
Psychologist provides interventions during the school day	no additional cost to site.		
Art Therapy Intern provides interventions during the school day	1 day per week	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

## Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

## Identified Need

Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collect sign-in sheets to ensure parents attend Family Engagement events.	At least 68% of students and their families have attended each of the Family Engagement events this year	Increase expected families attending Family Engagement events by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy & Supporting Actions 1

### Strategy

Teachers and staff will engage and empower families to make decisions, support, encourage, monitor, and advocate on behalf of their students.

### Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

ALL students and families

Parents will be supported during back to school night to monitor and support student progress	Bus, childcare and materials	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3,000
Parents will be supported during math and science	no additional cost to site		

night to monitor and support student progress			
Parents will be supported during cultural night to empowers families and educate staff on culturally and linguistically responsive practices.	no additional cost to site		
Parents will be supported during learning in a Winter Wonderland, I Love Reading, Literacy Week, to monitor and support student progress in reading	no additional cost to site		
Teachers, students, and families work in partnership during Open House/Student and Led Conferences to empower students and families to support, monitor and advocate for student achievement and continuous improvement.	no additional cost to site		
Teachers, students and families are working collaboratively to use Summer Reading Plans and Weekly Reading Logs to support, monitor, and encourage student achievement and continuous improvement.	no additional cost to site		
Principal will send a weekly newsletter home to all families that highlights a link to learning and LIFESKILLS. Teachers will send a monthly newsletter home to their classroom families that highlights their monthly learning and SEL.	no additional cost to site		
Strategic Team Planning- Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning	no additional cost to site		

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Amy Snow	Principal
Lori Brogdon	Classroom Teacher
Ali Fried	Classroom Teacher
Meredith Nassihi	Parent or Community Member
Dave Santos	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 5/20/19.

Attested:

Two handwritten signatures in blue ink. The top signature is for Amy Snow and the bottom signature is for Meredith Nassihi.

Principal, Amy Snow on 6/4/19

SSC Chairperson, Meredith Nassihi on 6/24/19