

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dapplegray Elementary	19 64865 6116172	October 11, 2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan. At Dapplegray Elementary School, the focus of this plan is to improve learning for all students and create a safe and welcoming school environment.

In alignment with the PVPUSD District’s Local Control Accountability Plan (LCAP), Dapplegray Elementary School’s SPSA addresses all three approved LCAP goal categories and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Dapplegray will continue to meet and discuss ways to better support our students and parents. Through School Site Council meetings and the sharing of that information at our monthly PTA and ELAC meetings, all stakeholders will have the most current information available.

Dates for Review:

- Initial Presentation, Review, and Goal Setting with School Site Council: October 11, 2019
- Initial Presentation, Review, and Goal Setting with School Site Staff: October 21, 2019
- SPSA Draft and Goal Approval with School Site Staff: October 21, 2019
- SPSA Draft and Goal Approval with School Site Council: November 1, 2019
- Presentation and Feedback with ELAC Members: October 23, 2019
- SPSA and Budget Update with School Site Council: October 11, 2019
- Presentation at Parent/Teacher Student Association Meeting: November 12, 2019
- Mid-Year Evaluation and Progress Reporting with School Site Council: January 17, 2019
- Annual Evaluation with SSC: April 17, 2019

- Annual Evaluation Presentation with ELAC: April 22, 2019

Resource Inequities

School Site Council, School Leadership team, ELAC committee members will be involved in identifying areas of inequity and improvement using state and local data including CAASPP, CAST, CA Dashboard, surveys, comments and feedback. Dapplegray’s Chronic Absenteeism and diverse student subgroups are monitored for continued improvement.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

- CA Dashboard—all areas are in the Green and Blue area except for Absenteeism. Indicators show that subgroups comprised of EL, Hispanic, Socioeconomically disadvantaged and two or more races increased in absenteeism.
- CAASPP- subgroups did not maintain baseline. Subgroups White declined in ELA by 11.5 points, Hispanic declined 5.1 points in mathematics, and white declined by 6.3 points in mathematics.
- Chronic Absenteeism
- SARC/FAC Recommendations

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	82 % of students met or exceeded	82% of students will have met or exceeded the standards based on CAASPP data in ELA.
CAASPP Math	74 % of students met or exceeded	78% of students will have met or exceeded the standards based on CAASPP data in math.
ELPAC Summative	63% of EL students are Level 4 29.6 % of EL students are Level 3 3.7% of EL students are Level 2 3.7% of EL students are Level 1	Increase language fluency by 2% across all levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	5% chronic absenteeism which is an increase by 1%	Decrease absenteeism by 1%
SARC Report/FAC Recommendations	Overall SARC rating is good.	Maintain SARC rating of good. FAC recommendations include fencing, gate locks, and parking lot concerns.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

Students in grades 2-5 will have 1:1 access to Chromebooks and access to online-adopted curricular materials in both math and language arts.

Site Leadership will meet once a month to discuss access to technology, classroom needs and other site concerns that will be discussed with colleagues and reported back to site leadership.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Site Discretionary
\$5,000	Supplemental funds

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Teachers will receive monthly staff meetings for professional learning opportunities led by site leadership.

Teachers will meet weekly to collaborate as a grade level to discuss student data and instructional practices.

Teachers will participate in data meetings every trimester. The meetings will include site leadership, Rtl instructor, EL instructor, school psychologist.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000-release funds	Supplemental, Site and District
\$1,000	Site Discretionary

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas, ELD, VAPA, World Language, and College/Career Readiness.

Monthly meetings are scheduled to review intervention data and EL student progress. This will include grade level teachers, Rtl instructor and EL teacher.

Students will be given 3 benchmark assessments using the online iReady program in both math and reading. Teachers will meet with the Rtl instructor and site leadership to discuss student progress and growth.

Students who are performing below grade level expectations in reading across grades K-3rd will receive targeted intervention from the Rtl instructor during the school day.

Students who are performing below grade level expectations in math or reading across grades 3rd-5th will be offered before or after school intervention for targeted support.

Additional support using online software intervention programs will be used for Tier 2 and Tier 3 students in both math and reading.

Teachers will receive support from the district TOSA to better understand the sequence and scope, tiered supports, and assessment components of the adopted ELA program, *Wonders*.

Teachers will receive district training on Readers/Writers workshop to better align instructional practices in reading and writing in their classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000-release time	Supplemental, Site and District
\$5,000-software costs	Supplemental, Site and District
\$16,000-certificated and classified salary	Supplemental, Site and District

Action 4

SPED, EL or students with low socioeconomic households and/or students who are at risk for not meeting grade level standards.

Hire a qualified EL teaching aide to support English Learners in Grades TK-5 using the Rtl model, small group support, and 1:1 classroom support in the areas of reading, writing, and math.

Support ongoing teacher training for Resource Staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$19,000-classified salary	Supplemental, Site and District funds
\$1,000-books and materials	Supplemental, Site and District funds

Goal 2

Provide a comprehensive and inclusive instructional program to provide measureable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

Identified Need

- CA Dashboard—attendance is an area of concern-yellow indicator.
- CAASPP—ELA maintained overall but math declined. Data shows overall in blue or green indicators, but subgroup data shows that white and EL declined in ELA and Hispanic and white subgroups decreased in math.
- Chronic Absenteeism - Increase

Annual Measurable Outcomes

CAASPP ELA	82 % of students met or exceeded	82% of students will have met or exceeded the standards based on CAASPP data in ELA.
CAASPP Math	74 % of students met or exceeded	78% of students will have met or exceeded the standards based on CAASPP data in math.
ELPAC Summative and CAASPP data	EL students (3-5) math data shows growth from 74% proficiency to 75% EL students (3-5) dropped to 57% proficiency compared to 63% in the previous year.	3% growth expected using CAASPP and ELPAC data.
CA Dashboard (Red/Orange/Yellow Areas)	5% chronic absenteeism which is an increase by 1%	Decrease absenteeism by 1%
SARC Staffing Report	All staff are fully credentialed and appropriately assigned	Maintain 100%

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Dapplegray will provide an instructional program that raises achievement levels for all English learners including long-term English learners and reclassified English learners. Our EL Aide and classroom teachers will provide supplemental instruction and tiered supports in reading, writing, and math. Areas of focus will be fluency, comprehension, writing, and vocabulary development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Site Discretionary
\$5,000	Supplemental funds

Action 2

Special Education and students Receiving Tiered Supports

Students that qualify for Special Education services will be provided accommodations to better access the curriculum. They will be provided tiered support in math, reading, and writing using qualified teacher support, Soliday system, iReady, and other intervention programs at their readiness level to remediate and reteach.

General Education students (K-3) that need remediation or reteaching will receive additional supports from our Rtl instructor using the Fontas and Pinnel reading program. This program will take place three times a week and is supplementary to their classroom instruction.

Additional Rtl support for fourth and fifth grade students will be given in math. A math interventionist will be working on push in supports in all fourth and fifth grade classes twice a week.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	Site Discretionary
\$5,000	Supplemental funds

Action 3

Gifted and Talented Students (GATE)

Students will receive an opportunity in fourth grade to participate in GATE qualification testing. The students who qualify for GATE opportunities will receive on site and district program support. The on-site supports will be supported by our site GATE Coach three times a year to formalize instruction and complete activities designed specifically for GATE students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000—materials and supplies	Site discretionary

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, Advanced Placement Participation and Pass Rates, Site Extra-/Co-Curricular Program Participation Information, and A-G Completion/Graduation Rates where appropriate.

Identified Need

- CA Dashboard—attendance is an area of concern-yellow indicator.
- CAASPP/CAST—ELA maintained overall but math decline. Data shows overall in blue or green indicators, but subgroup data shows that white and EL declined in ELA and Hispanic and white subgroups decreased in math.
- Chronic Absenteeism —increased

Annual Measurable Outcomes

CAASPP ELA	82 % of students met or exceeded	82% of students will have met or exceeded the standards based on CAASPP data in ELA.
CAASPP Math	74 % of students met or exceeded	78% of students will have met or exceeded the standards based on CAASPP data in math.
ELPAC Summative	63% of EL students are Level 4 29.6 % of EL students are Level 3 3.7% of EL students are Level 2 3.7% of EL students are Level 1	Increase language fluency by 2% across all levels
CA Dashboard (Red/Orange/Yellow Areas)	5% chronic absenteeism which is an increase by 1%	Decrease absenteeism by 1%
SARC Staffing Report	All staff are fully credentialed and appropriately assigned	Maintain 100%

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site in addition to what is district provided.

Teachers will receive monthly Professional Development opportunities led by the school principal with agreed upon targeted areas of need.

Teachers will meet monthly in grade level groups to discuss data and student progress.

Teachers will meet with district TOSA and discuss ELA and math curricular program to help better understand the tiered supports within the program.

Data meetings will be held each trimester with teachers, EL instructor, Rtl instructor and school psychologist to analyze and support specific student needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$2,000

Site Discretionary

\$5,000

Supplemental funds

Action 2

All Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Teachers will use iReady to monitor student progress.

Teachers will use district-adopted materials in ELA and math to assess and monitor student proficiency.

Teachers will use performance tasks from the adopted ELA program to monitor student proficiency in reading and writing and to better align instruction in conjunction with the state assessments.

Third, fourth and fifth grade teachers will have the opportunity to use the CAASPP interim assessments to monitor student performance and provide support for students who are not meeting grade level proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,000-printing and material costs

Site discretionary

Action 3

All Students

Using site based recommendations and assessments, students in grade 3-5 will be invited to participate in before/after school intervention to support reading or math. Materials for intervention will be provided.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$16,000 teacher salary

Supplemental, Site, and District funds

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, and Discipline Data.

Identified Need

- CA Dashboard- indicator in Yellow for attendance-gain of 1% absenteeism
- Increase State Assessment Participation Rates-minimal opt-out for state testing

- FAC report- fencing concerns across campus, locks on gates are inconsistent, parents on campus without checking into office, ongoing parking lot violations by parents, campus loud speaker not adequate for communication
- Attendance/Tuancy/Tardy/Chronic Absentee Data- data shows 27 where chronically truant and 5 were chronically absent. 34 attendance violation letters were sent to students and 2 SST meetings were held to address attendance concerns.
- Discipline data--reduce suspensions and office referrals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	5% absenteeism	1% less than previous year
State Assessment Participation Rates	2 students did not participate in state testing	100% participation on state assessments
Attendance Data	5% chronic absenteeism which is an increase of 1%	Decrease absenteeism by 1%
Discipline Data	2 suspensions and 56 office referrals	0 suspensions and fewer than 30 office referrals
Caseload Analysis	33 students used the school based counseling services	Counseling needs in 2019-20 will be addressed by school psychologist. Expect to reduce the number of students who require counseling by 5%
Parent Involvement Rates/SARC report	600 parent memberships 19,932 volunteer hours recorded	100% parent participation with PTA memberships.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Dapplegray will continue to implement a Positive Behavior Intervention and Support system (PBIS) including clearly articulated school rules/expectations, location specific examples of positive behavior, positive school-wide and classroom reward systems, tiered interventions including alternate means of correction and restorative practices. All staff will utilize the school wide behavior matrix with fidelity. All teachers will use lessons to teach the expected behaviors that were created by the teachers/students. Rewards and certificates given to students following the behavior matrix.

Dapplegray will continue to have a Multi-Cultural day which recognizes the cultural diversity of the school.

Dapplegray will host community events including Family Dine Outs, Field Day, Community Read-In, Variety Show, Parent Education Nights, End-of-the-Year Slide Show, and Family Fun Nights.

Dapplegray will continue to engage with all stakeholders by actively sharing information through class emails, principal messages, and the Dapplegray Weekly Newsletter.

Dapplegray will continue to encourage participation in Parent/Guardian participation while soliciting feedback through PTA, Booster, School Site Council, and other advisory committees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000-supplies and materials	Site discretionary, PTA and Booster funded
\$2,000- parent education	PTA funded

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

Dapplegray will continue to engage with all stakeholders by actively sharing information through class emails, principal messages, updated website and the Dapplegray Weekly Newsletter.

Dapplegray will continue to encourage Parent/Guardian participation while soliciting feedback through PTA, Booster, School Site Council, and other advisory committees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000-online newsletter	PTA funded

Amount(s)

Source(s)

\$1,000-materials, printing

Site discretionary

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

Dapplegray will continue to implement PBIS to provide guidance lessons in school expectations.

PBIS Team will meet a minimum of six times per year to discuss restorative practices and develop procedures to ensure a positive climate at Dapplegray.

Continue to implement a school-wide PBIS including: clearly articulated school rules/expectations, location specific examples of behavior, a positive reward system and tiered interventions.

Dapplegray will continue to support social-emotional development with weekly Second Step lessons in the classrooms. Principal will deliver weekly Monday messages to share the school-wide theme for the week and support the consistent implementation of the program.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,000-supplies

Site discretionary

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

Goal 1- to maintain district facilities and a highly skilled staff to deliver TK-2 curriculum aligned with the CA State Standards giving all students access to required college and career readiness. The bases of this goal was to have highly skilled staff provide an effective educational program for all students. Our TK-2 teachers completed their 8 hours of Wonders training. Our 3rd-5th grade teachers completed the 21 hours of training to better understand the new science standards. All classroom instructors were trained in using CGI methods in the classroom. All teachers participated in grade-level meetings to discuss student progress and data during their monthly grade level meetings. We met our overall goal in ELA, but had subgroups that did not make enough progress. This is something

that we will need to focus on during our data meetings. In math, we did not meet our goal of 78% proficient. Instead, we had 74% proficient in math. In the 2019-20 school year, we make changes to the SPSA to include better math supports to all students and work on identifying our subgroups that did not show enough growth progress. We will include intervention outside the school day and focus on math supports in our Rtl program.

Goal 2 - to provide an instructional program, which raises achievement for all students in all four core content areas. The bases for this goal was to have a strong instructional program that raises the achievement of all students. There was targeted support in reading and math. Rtl was implemented in both reading and math for identified students. Our data continued to show steady progress in reading. Our program has adjusted to just K-3 this year, so we are also implementing after school reading to students who qualify. Our subgroups that declined in reading scores will be monitored for growth progress using the iReady program and tracking in our monthly data meetings. Our math data showed areas of weakness overall. We went from 78% proficient to 74%. This is a targeted area for the 19-20 school year. We will be monitoring progress using iReady and supporting our struggling students with before and after school math intervention. We will continue our Rtl push in supports in 4th and 5th grade to support classroom Tiered strategies. Our focus on reading showed successful and now we need to shift some of our resources to math instruction and data collection.

Goal 3- to provide an instructional program, which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE). The basis for this goal was to provide a strong instructional program for identified students to increase their academic performance. The EL students met their goal in Math, but did not meet the goal in ELA. Our special education student met their goal of showing improvement in ELA and math. Our GATE students met their goal in ELA but did not meet their goal in math. This reinforces our need for better math supports and fidelity in our math program. Our GATE lead teacher will also be more active with our GATE students in 19-20 providing more opportunities outside the classroom to explore math thinking and reasoning. We have added more hours to the EL Aide position to support our English Learners and the Rtl reading program at Dapplegray. Our data meetings will continue to focus on EL, Rtl and GATE and Special Education students to better track their data in real time during the school year.

Goal 4- to provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement. The basis for this goal was to provide a welcoming and safe educational and emotional environment for students and enhance the conditions for students' academic and social-emotional learning.

There were no major differences between the intended implementation and the budgeted expenditures in each of the strategies/activities. Chronic absenteeism continues to keep our CA Dashboard data in yellow. School administration will continue to work with families by sending out Aeries notifications, meeting directly with families that are chronic, and support parents with guided advice and strategies to understand the importance of school attendance. Our PBIS program has reduced the number of students referred to the office and suspensions remain low. Data collection in year two of PBIS will be an important next step. Our PBIS team will meet every trimester to review the data and continue to look at ways to reward students that are on track and support students who

are having trouble with following school policies and our PBIS school matrix. Second Step lessons have been a great asset in the classroom in supporting social/emotion strategies. Training our classified staff has benefitted greatly in moving this learning beyond the classroom. Providing more parent support is a 19-20 school year goal. We want to give the parents more resources and support as we move into our year 2 PBIS implementation. We will also participate in the Healthy Kids Survey to determine if there is more support needed when focusing on student social and emotional needs at Dapplegray.

In analyzing the data from last year, we made steady progress in our ELA scores but declined in our math scores. This shows us that our Rtl reading program and classroom instructional program was strong in our 18-19 school year. With changes made to the program in the 19-20 school year, we have to restructure what we did last year to meet the needs of our students this year. We will be working with our teachers to better utilize their Tier II strategies in the classrooms and have regularly scheduled data meetings to discuss progress data and instructional strategies. Math is an area that we declined. We will begin to work on tracking data, discussing better strategies, and implement Rtl supports in math, not only during the school day but also with intervention after school. This concentrated support will be met with fidelity and discussed regularly at our staff meetings, during monthly data meetings, and one-on-one in grade level meetings. Using the iReady program to implement benchmark assessments for all students and deliver focused lessons to our students participating in tiered interventions, we will be able to guide our instruction and resources in a more targeted direction as identified in Goals 1-3.