

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Soleado Elementary	19 64865 6021356	October 28, 2019	December 11, 2019

Purpose and Description

At Soleado Elementary School, 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.

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

In addition, input from parents, families, the community, and other stakeholder groups informs the school team regarding the need to modify the plan, provides avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to provide 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

Dates for Review:

- SPSA Draft and Goal Approval with School Site Staff: October 7, 2019
- Emailed Copy of Draft to Soleado Staff on October 8, 2019 for further review
- Initial Presentation, Review, and Goal Setting with School Site Council: Emailed Copy of Draft to School Site Council Members on October 23, 2019
- Presentation and Feedback with ELAC Members:
- SPSA Draft and Goal Approval with School Site Council: October 28, 2019
- Presentation at Parent/Teacher Student Association Meeting: November 12, 2019
- SPSA and Budget Update with School Site Council: January 27, 2020 and March 23, 2020
- Mid-Year Evaluation and Progress Reporting with School Site Council: January 27, 2020
- Annual Evaluation with SSC: May 4, 2020
- Annual Evaluation Presentation with ELAC: Email update on goals May 2020

Resource Inequities

Parent involvement and education opportunities within the Soleado community provides the opportunity to communicate and engage frequently, timely, and transparently for school improvement. Data is analyzed and discussed with a variety of stakeholder groups, including organizations like PEF, PTA, Booster, SSC, ELAC, and the Soleado Staff to assess areas of need and create improvement plans. This needs assessment process encourages Parent/Guardian participation and feedback, which is then actively shared through class emails, principal messages, and the Soleado Weekly Newsletter.

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-5 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

- While the overall math score remains in “green” on the California Dashboard, when the scores are disaggregated by student groups, there was a decline for two sub-categories of students (English learners and white students)
- Due to Soleado’s composition of 26% English learners, continuous training, development and support of staff in the area of services to EL students is ongoing.
- Increase monitoring of all students, including disaggregated student sub-categories.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	80.76% Met or Exceeded	82% Met or Exceeded
CAASPP Math	74.51% Met or Exceeded	80% Met or Exceeded
ELPAC Summative	9.1% of students are Level 1 10.2% of students are Level 2 10.3% of students are Level 3 61.4% of students are Level 4 (from Aeries Analytics ELPAC overall)	Increase of 2% across all levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are in the blue or green category	Maintain blue or green category in all areas of academic performance
iReady Diagnostic	Reading: Whole School: Tier 1 62%/Tier 2 30%/Tier 3 8% Kindergarten: Tier 1 -59%/Tier 2 – 41% 1 st Grade: Tier 1-53%/Tier 2-45% 2 nd Grade: Tier 1-68%/Tier 2-24%/Tier 3-8% 3 rd Grade: Tier 1-64%/Tier 2-20%/Tier 3-17% 4 th Grade: Tier 1- 67%/Tier 29%/Tier 3-4% 5 th Grade: Tier 1-57%/Tier 2-28%/Tier 3-16%	Assessment Tool is new, will review data after 2 nd and 3 rd Diagnostic
SARC Report/FAC Recommendations	Staff Experience – One 1 st year teacher	No Predicted Staffing Changes

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 1-5 will have 1:1 Chromebooks (and headphones) and access to online adopted curriculum in math and language arts.

Students in grades TK/K will have 6-8 Chromebooks per classroom (and class sets of headphones) for small group instruction.

Site facilities will be monitored regularly to remain in good repair. The custodian and principal will go over all repairs and assure that the facilities remain in good condition. The principal will communicate with District staff when repairs are necessary.

The areas of concern noted by the FAC include modernizing and repaving both the upper and lower asphalt on the Kindergarten and 1st-5th grade playgrounds, adding security cameras, replacing and increasing fencing around the school to define a single forced-entry point, and a new heating and air conditioning system.

The school leadership team will meet 6 times per year to discuss classroom and student areas in need of improvement. The leadership team will then take steps with the staff to follow through with noted improvements.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$16,000 – chrome books, iPads, headsets

District, Site, and Supplemental

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 Professional Learning opportunities led by the principal during scheduled staff development time.

Teachers will meet collaboratively with their grade levels each month to share best practices aligned to the school goals/focus.

Assign additional professional development as needed according to data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$9,000 – release time

District, Site, and Supplemental

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and technology scope and sequence, 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.

During their monthly collaboration time, teachers will continue to review data to inform instruction. Student progress and achievement will be discussed. Teachers will meet regularly throughout the year with the principal to discuss student progress.

Students will be monitored 3 times a year using the iReady Diagnostic in Reading and Math. Teachers will meet with the principal and Response to Intervention team to discuss student progress and develop a tiered program for learning to meet the needs of all students.

Continue to support current online opportunities, including RAZkids, IXL, Reflex Math, Accelerated Reader and iReady, for students including the scope and sequence within curricular adoptions. Technology will be used to differentiate, enhance, and extend instruction in all content areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$11,500 – online programs	Booster

Action 4

SPED, EL, Title I identified students including students with low socio-economic households and/or students who are at risk for not meeting grade level standards.

Utilize ELTeacher, EL Aide, and Special Education Assistants to support English Learners and SPED in Grades K-5 through the RTI model, small group instruction, and 1:1 classroom support in the areas of reading, writing, academic language, and math.

Title I students are those that are identified as low socio-economic and/or students who have not yet met grade level standards as evaluated by state and local data. Before and/or after school intervention classes in reading and math are offered to support low socio-economic and/or students who are at risk for not meeting grade-level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,808 - Certificated Salary	Supplemental
\$23,561 - Classified Salary	Supplemental
\$10,300 – Certificated Salary	Booster

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. All subgroups include all low socio-economic students and/or students at risk of not meeting state standards.

Identified Need

CA Dashboard 5x5 report: Decreases from prior year:

- EL students in Mathematics indicator by 6.7 points
- 19.24% of all students did not meet/exceed standards in ELA
- 25.49% of all students did not meet/exceed standards in Math

Increase percentage from prior year needed:

- 72.2% low socio-economic students met/exceeded standards in ELA
- 85% GATE students met/exceeded standards in ELA
- 67% SPED students met/exceeded standards in ELA
- 69% EL students met/exceeded standards in ELA
- 68.4% low socio-economic students met/exceeded standards in Math
- 61% SPED students met/exceeded standards in Math
- 81.3% EL students met/exceeded standards in Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	80.76% Met or Exceeded	82% Met or Exceeded
CAASPP Math	74.51% Met or Exceeded	80% Met or Exceeded
ELPAC Summative	9.1% of students are Level 1 10.2% of students are Level 2 10.3% of students are Level 3 61.4% of students are Level 4 (from Aeries Analytics ELPAC overall)	Increase of 2% across all levels
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are in the blue or green category	Maintain blue or green category in all areas of academic performance
iReady Diagnostic	Reading:Whole School: Tier 1 62%/Tier 2 30%/Tier 3 8%	Assessment Tool is new, will review data after 2 nd and 3 rd Diagnostic

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kindergarten: Tier 1 -59%/Tier 2 – 41% 1 st Grade: Tier 1-53%/Tier 2-45% 2 nd Grade: Tier 1-68%/Tier 2-24%/Tier 3-8% 3 rd Grade: Tier 1-64%/Tier 2-20%/Tier 3-17% 4 th Grade: Tier 1- 67%/Tier 29%/Tier 3-4% 5 th Grade: Tier 1-57%/Tier 2-28%/Tier 3-16%	
SARC Report Staffing	One new first year teacher who will continue to receive induction program support with mentor teacher	No expected staffing changes – Teacher completion of induction program by end of second year

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Soleado will provide an instructional program that raises achievement for English Language Learners, Long-term English Learners and Reclassified English Learners in ELA and Mathematics. This includes fluency, comprehension, writing and vocabulary development. An EL Teacher and Aide will provide supplemental instruction and will monitor the growth of the group of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,808 - Certificated Salary (duplicate - see Goal 1, Action 4)	District, Site, and Supplemental
\$23,561 - Classified Salary (duplicate – see Goal 1, Action 4)	District, Site, and Supplemental

Action 2

Special Education/Receiving Tiered Supports/Title I including low socio-economic students and those at risk of not meeting standards.

Soleado will provide an instructional program that raises the achievement for Special Education students and students receiving tiered supports in ELA and Mathematics. This includes fluency, comprehension, writing and vocabulary. Learning Center (RSP) teachers will use the Soliday System and differentiated instructional materials from the adopted ELA and Math programs to reteach and remediate. The Response to Intervention Teacher will use Fountas and Pinnel to reteach children in the tier 3 level. The General Education Teachers will provide Tier 2 support for ELA and Math in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site cost

Action 3

Gifted and Talented Students (GATE)

GATE site lead will present tools learned from attending GATE Advisory Meetings at two staff meetings this year. GATE Site lead will continue to be a resource to other teachers, administrators, and parents at our site.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Cost

Action 4

Gifted and Talented Students (GATE)

GATE Enrichment Classes will be offered before/after school and Special Activity will be planned for during the school day for GATE Identified students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	District GATE Funds

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, Student Report Card/Grades, Site Extra-/Co-Curricular Program Participation Information.

Identified Need

Ensure academic growth for all students, including disaggregated student sub-groups, using the state approved core adopted district programs to track progress and inform instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	80.76% Met or Exceeded	82% Met or Exceeded
CAASPP Math	74.51% Met or Exceeded	80% Met or Exceeded
ELPAC Summative	9.1% of students are Level 1 10.2% of students are Level 2 10.3% of students are Level 3 61.4% of students are Level 4 (from Aeries Analytics ELPAC overall)	Increase of 2% across all levels
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are in the blue or green category	Maintain blue or green category in all areas of academic performance
iReady Diagnostic	Reading:Whole School: Tier 1 62%/Tier 2 30%/Tier 3 8% Kindergarten: Tier 1 -59%/Tier 2 – 41% 1 st Grade: Tier 1-53%/Tier 2-45% 2 nd Grade: Tier 1-68%/Tier 2-24%/Tier 3-8% 3 rd Grade: Tier 1-64%/Tier 2-20%/Tier 3-17%	Assessment Tool is new, will review data after 2 nd and 3 rd Diagnostic

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4 th Grade: Tier 1- 67%/Tier 29%/Tier 3-4% 5 th Grade: Tier 1-57%/Tier 2-28%/Tier 3-16%	

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 Learning opportunities led by the school principal to target identified areas needed for growth.

Teachers will collaborate monthly to discuss students' academic progress and use data to inform instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,000 – release time	Supplemental, Site and District (duplicate – Goal 1, Action 2)

Action 2

All Students and “At-Risk” 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 the iReady Diagnostic and iReady online learning component in ELA and Math to support student learning.

Teachers will use district-adopted materials in Wonders and Math in Focus assessments to monitor grade level standards and adjust instructional program.

Teachers in 2nd grade will use performance tasks in Wonders to expose students to these tasks in preparation for 3rd grade.

3rd-5th grade Teachers will use the CAASPP Interim Block Assessments to monitor student performance and provide support for students who are not meeting proficiency

Teachers will meet with Principal and Response to Intervention Team at scheduled meetings throughout the year to analyze iReady Data and use information to inform instruction.

Teachers will attend District provided Professional Development in ELA, NGSS, and CGI.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$9,000-release time

Supplemental, site and District (duplicate)

Action 3

All Soleado Students

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,500 – certificated salaries (duplicate – see Goal 1, Action 4)

Booster

\$1,000 – materials and supplies

Supplemental, Site, and District

Action 4

Kindergarten Students

Small Group Differentiated Instruction and assistance in assessing student progress in the Kindergarten Classes

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,200 – Classified Salaries	Supplemental, Site and District

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 Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, Discipline Data, and parent feedback.

Identified Need

- CA Dashboard— Chronically Absent Data indicates that *Two or More Races* is in the orange at 8% chronically absent and *White Student group* is in the yellow at 3%
- Reduce schoolwide suspensions
- Increase Parent Involvement Group Participation Rates/Membership

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	From prior year: 5/5 Suspension Rate Report: English Learners in the orange with an increase of 0.7% Students with disabilities in the orange with an increase of 2.1% Two or More Races in the orange with an increase of 1.9% Total of 3 students suspended	0 suspensions
State Assessment Participation Rates	100% overall participation rate	100% overall participation rate
Attendance Data	3.2% Chronically Absent	<1% Chronically Absent
Discipline Data	3.5%	0%
Parent Involvement Rates	5,370 hours recorded 388 PTA memberships/456 Students	Volunteer hours and PTA Memberships to increase by 2%

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.

Soleado 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.

Soleado will continue to have an International Fair, which recognizes the cultural diversity of the school.

Soleado 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.

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

Soleado 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)
\$2,000 – PBIS Supplies	Other gifts
\$2,350 – Community Events	Booster/PTA

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, Booster, etc.).

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

Soleado 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 – copies, flyers, etc.

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.

Soleado 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 Soleado.

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.

Soleado 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)

\$3800 – release time

District Funds

\$2000 – supplies

Site Discretionary

Action 4

All Students

Provide opportunities for students to engage in the school community through school activities. (i.e., student council, Battle of the Books, Soleado News Network).

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,000 – materials for clubs/personnel costs

Booster

Action 5

All Students

Reduce chronically absent students from 3.2% to <1% by informing parents through letters, meetings, SART, and SARB of the importance of being at school. Principal, Office Manager and Teachers will monitor absenteeism, have parent conferences/SSTs, and refer to SART and SARB as necessary to educate parents on the importance of school attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

None

None

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

Goal 1 was to maintain district facilities and a highly skilled staff to deliver TK-5 curriculum aligned with the CA State Standards giving all students access to required college and career readiness. TK-2 teachers attended District provided training for the implementation of Wonders, the new ELA adoption, 3rd-5th teachers attended District provided training for the implementation of NGSS and used District provided resources for implementation, and all Soleado staff who had not been trained in CGI, attended the District provided CGI Training. The principal provided training in how to review data and use it to support student learning and teachers used data to inform instructional decisions. The teachers and principal met twice to review data, while grade levels used their collaboration time to plan instruction based on data.

Metric/Indicator	Expected Outcome	Actual Outcome
Teacher completed professional development hours	By the end of the 2018-2019 school year, teachers will have attended 24 hours of professional development in NGSS and used District provided resources for at least two NGSS units.	Soleado Teachers attended appropriate District provided Professional Development.
Teacher completed professional development hours	By the end of the 2018-2019 school year, TK-2 teachers will have attended 14 hours of professional development in English Language Arts and English Language Learners and will transition into a full implementation.	Soleado Teachers attended appropriate District provided Professional Development.
Teacher completed professional development hours.	By the end of the 2018-2019 100% of Soleado teachers will be trained in Cognitively Guided Instruction by June.	All Soleado teachers who provide math instruction to students have received initial training in CGI.
Facilities Checklist	Facilities Checklist will remain the same	The following facilities improvements have been made: -increased Kids Corner Parking -roller shades installed on all sliding glass doors -some fencing replaced and 3 panic release gates installed
100 % of teachers will review outcomes of standardized test data (State and Local)	100 % of teachers will be aware of the students' outcomes of standardized test data (State and Local) and adjust instruction accordingly	100 % of teachers reviewed students' outcomes of standardized test data (State and Local) and adjust instruction accordingly

Goal 2 was to provide an instructional program which raises the achievement for all students in all four content areas. Using site based recommendations and assessments, students were invited to participated in before/after school intervention to support reading, writing or math. Utilizing classroom observations of master teachers and/or grade level planning, grade level teams will work to improve differentiated instruction to meet the needs of all learners. Teachers will receive professional development in SS, Science, EL instruction, Social-Emotional Learning or other content areas in an effort to continuously improve instruction for all students. Soleado will continue to perform 3 universal screenings a year and Rtl grouping will be set up as a result of the CBM and MAZE data along with teacher recommendation and classroom data. Teachers will use approved software applications and instructional resources to support all curricular areas. Small group differentiation will be offered in the kindergarten classrooms 3 times per week, and teachers will be provided time to explore the new History Social science Framework during Monday early release time.

Metric/Indicator	Expected Outcome	Actual Outcome
CAASPP data (ELA)	The percentage of students scoring standards met and standards exceeded will increase by 2% or more.	The percentage of students scoring standards met or standards exceeded increased by 6.03% from 75.9% to 81.93%
CAASPP data (Math)	The percentage of students scoring standards met and standards exceeded will increase by 2% or more.	The percentage of students scoring standards met or standards exceeded increased by 5.55% from 74.7% to 80.25%
AimsWeb CBM (fluency) and MAZE (comprehension) standardized test results	<p><u>CBM</u> 86% of students above target (overall average) 86% of 2nd grade above target 90% of 3rd grade above target 88% of 4th grade above target 80% of 5th grade above target</p> <p><u>MAZE</u> 85% of students above target (overall average) 82% of 3rd grade above target 93% of 4th grade above target 80 % of 5th grade above target</p>	<p>The percentage of students above target on the CBM and MAZE will increase by 2%.</p> <p><u>CBM</u> 85.94% of 2nd grade above target 86.84% of 3rd grade above target 91.3% of 4th grade above target</p> <p><u>MAZE</u> 96.06% 3rd grade above target 92.75% 4th grade above target 5th Grade Data not Available *Further analysis will be used as we transition to a new universal screening tool</p>

Goal 3 was to provide an instructional program for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE) to allow them to reach their full potential and/or close the achievement gap with their peer majority.

Metric/Indicator	Expected Outcome	Actual Outcome
ELPAC scores	47.8 % of students earned Level 4 26.1% of students earned Level 3 10.9% of students earned Level 2 15.2% of students earned Level 1	53.3% are Well Developed 23.3% are Moderately Developed 10.8 % are Somewhat Developed 12.5% are Beginning Stage
CAASPP scores for EL	CA Dashboard indicator will remain blue.	Dashboard indicator was maintained in Blue for ELA and Green for Math
CAASPP scores for Special Education Students	CA Dashboard Indicator for ELA will remain Medium or increase. CA Dashboard Indicator for Math will remain High.	Academic performance for students with disabilities declined 43.5 points in ELA and 10.7 points in Math
CA Dashboard EL Progress Indicator	Maintain or increase CA Dashboard EL Progress Indicator Current Dashboard Indicator is Green (High 81.1) – last year’s baseline	Dashboard indicator is Blue for ELA and Green for Math
OLSAT/NNAT3 Results	Maintain or increase the percent of 4 th and 5 th grade students identified as GATE 17% of 4 th and 5 th Grade Students are identified GATE in the 2018-19 school year	18.8% were identified GATE from the 18-19 administration of NNAT3

Goal 4 was 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.

Metric/Indicator	Expected Outcome	Actual Outcome
CA Healthy Kids – Connectedness to School	52% of students surveyed rated High in School Connectedness	This tool is administered every other year
Chronic Absenteeism Percentage	5.9% of students were chronically absent in 2017-18	Chronic Absenteeism Percentage decreased to 3.2%
100% of students TK-5 will receive a series of social emotional learning lessons	100% of students TK-5 will receive a series of social emotional learning lessons	100% of students TK-5 received a series of social emotional learning lessons
Number of Office Discipline Referrals	5% of students or less will receive Office Discipline Referral (ODR)	A total of 6% of the students received a minor or major referral
100% of students will participate in VAPA	100% of students will continue to participate in music and performing arts classes	100% of students continued to participate in music and performing arts classes

No variation in budget expenditures. No formal exploration of the History Social Science Framework in the 2018-19 school year occurred due to limited professional development time, however staff will continue to receive further NGSS training before moving into History Social Science professional development.

Goals for the 2018-19 SPSA were met, and the 2019-20 SPSA goals have been extended to include target subgroup populations in Goals 1, 2 and 3.