

School Year: 2018-19

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mira Catalina Elementary School	19-64865-6021273	October 18, 2018	December 12, 2018

## Stakeholder Involvement

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

Staff meets regularly in whole group and in grade levels to fine tune our vision. Parent groups are a part of developing our vision in the capacity of a school site council and the PTA. These different groups we refine our SPSA and reflect upon the previous years.

## Goals, Strategies, & Proposed Expenditures

### Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

#### Basis for this Goal

Providing a highly skilled staff in a safe and clean environment will provide an effective educational program for all students in all academic areas.

## Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts Professional Development provided by district completed as measured by principal	100% of Mira Catalina TK-2 Teachers have completed the Wonders ELA Training provided by district	It is expected that each TK-2 teacher completed the Wonders ELA professional development training and will deliver the Wonders curriculum to their class
Next Generation Science Standards Professional Development provided by district completed as measured by principal	100% of Mira Catalina 3-5 Teachers have completed the NGSS Training provided by district	It is expected that each 3-5 teacher completed the NGSS professional development training and will deliver the NGSS curriculum to their class.
CGI Math Professional Development provided by district completed as measured by principal	100% of Mira Catalina Teachers have completed the Math CGI Training provided by district	Every Mira Catalina teacher will have completed CGI Math instruction training prior to June 2019 and will implement CGI strategies in their classroom.

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

Every student in grades TK-2 will be served

#### Strategy/Activity

Teachers will attend the District provided a minimum of 12 hours of professional development training to support TK-2 ELA adoption. Each teacher will deliver the Wonders curriculum in grades TK-2.

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

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Every student in grades 3-5 will be served

### Strategy/Activity

Teachers in grades 3 – 5 will attend the District provided 20 hours of professional development training to support NGSS and each teacher will implement a minimum of two NGSS curriculum units (Amplify or Stem Scopes) to their classroom.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students will be served.

### Strategy/Activity

Every Mira Catalina teacher will have completed CGI (Cognitively Guided) Math instruction training prior to June 2019 to support math instruction and incorporate CGI strategies when delivering math instruction in their classroom.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Goal 2**

**Provide an instructional program which raises achievement for all students in all four content areas.**

**Basis for this Goal**

Provide a strong instructional program that raises the academic achievement of all students.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	76.67% of students met or exceeded ELA standards as measured by CAASPP scores	The percent of students that met or exceeded ELA standards will improve by at least 2% for this school year.
CAASPP Math	68.67% of students met or exceeded Math standards as measured by CAASPP scores	The percent of students that met or exceeded Math standards will improve by at least 2% for this school year.
Report Cards	The percent of students who receive a report card grade at grade level in Social Studies & Science	The percent of students that are at grade level as measured by their report card grade will improve for this school year.

# **PLANNED STRATEGIES/ACTIVITIES**

## **Strategy/Activity 1**

### **Students to be Served by this Strategy/Activity**

All K-5 students will be served.

### Strategy/Activity

Mira Catalina will perform universal screenings (Aimsweb) to all K-5 students to assist with identifying students who are in need of extra academic support in the area of Language Arts and Math. Using this data, along with CAASPP data, and in class assessments, we will identify students in grades K-5 who have not met or exceed the standards in Language Arts and implement targeted strategies (RTI tiered instruction) using research based curriculum within the classroom setting to improve academic skills. As part of this identification we will highlight the following students (EL, At-Risk, Low SES, etc.)

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

Amount(s)	\$34,000
Source(s)	Title I & Supplemental Funding
Budget Reference(s)	Classified Personnel salaries

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

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

All K-5 students will be served.

### Strategy/Activity

Mira Catalina will continue to review student data to determine needs for supplemental instruction and work as a grade level teams to develop multiple measures of assessment to monitor progress and instruct higher level concepts. Teachers meet every 6-8 weeks to review achievement data and group kids to reteach concepts in our tiered instruction program for Reading. We use district adopted curriculum (Wonders) and supplemental materials (Fontas & Pinnel, Khan Academy, Moby Max, etc) and measure effectiveness by assessing students on concepts not mastered utilizing assessments from Wonders and Aimsweb probes for Reading Fluency &

Comprehension. We will meet 4-5 times throughout the year and measure effectiveness by the students' performance on assessments related to the intervention instruction received.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Site Discretionary and/or Release time
Budget Reference(s)	Teacher release time for planning and data review

## **Goal 3**

**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)**

### Basis for this Goal

Provide a strong instructional program for identified students that raises their academic achievement.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA & Math	63% & 53% of identified students met or exceeded the ELA & Math standards as measured by CAASPP scores	The percent of identified students that met or exceeded ELA or Math standards will improve by at least 2% for this school year. 63% & 53% of identified students met or exceeded the ELA & Math standards as measured by CAASPP scores
ELPAC Scores & Reclassification rates for EL	19 students identified as ELL	The percent of identified students that pass the ELPAC assessment and/or are reclassified will increase.

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

English Language Learners, Special Education students, and GATE students in all grades

#### Strategy/Activity

Work with identified students (EL & SPED) in a small group setting to deliver instruction with targeted strategies to raise achievement. Mira Catalina will review student data to deliver instruction and re-teach concepts in our tiered instruction program for Reading. We use district adopted curriculum (Wonders) and supplemental materials (Fontas & Pinnel, Khan Academy, Moby Max, etc) and measure effectiveness by assessing students on concepts not mastered utilizing assessments from Wonders and Aimsweb probes for Reading Fluency & Comprehension. We will meet 4-5 times throughout the year and measure effectiveness by the students' performance on assessments related to the intervention instruction received.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$34,000
Source(s)	Title I & Supplemental Funding

Amount(s)	\$34,000
Budget Reference(s)	Classified Personnel salaries

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

All students will be served in grades 2-5.

#### Strategy/Activity

Mira Catalina will have our Title I teacher (50%) work with students in small groups to improve Language Arts & Math achievement.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$30,000
Source(s)	Title I (district account)
Budget Reference(s)	Certificated salary

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

All GATE identified students will be served in grades 4-5.

#### Strategy/Activity

Mira Catalina will have our GATE coach work with students in small groups after school to improve Reading, Writing, & Math achievement. We are doing a thematic unit where students explore different topics and use strategies related to discovery, research, marketing, and presentation of their findings.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$920
Source(s)	GATE Enrichment Grant (district account)



Amount(s)

\$920

Budget  
Reference(s)

Certificated salary (hourly)

## Goal 4

**Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

### Basis for this Goal

Students who are happy to come to school and are safe will attend more regularly and achieve better academically. We are aiming to increase our attendance rate and their safety and happiness.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rates of habitually absent (over 10%)	4-6% of students are habitually absent in 17-18	The percent of students who are habitually absent (over 10%) will decrease
The percent of staff who has been trained in Run Hide Fight RHF	100% of the staff has received the Run/Hide/Fight curriculum	100% of staff will have been trained in Run/Hide/Fight
4 <sup>th</sup> & 5 <sup>th</sup> grade students receiving Run/Hide/Distract Curriculum	100% of the 4 <sup>th</sup> & 5 <sup>th</sup> grade students have received the Run/Hide/Distract curriculum	All 4 <sup>th</sup> & 5 <sup>th</sup> grade students will have received a lesson on Run/Hide/Distract delivered in their classroom by the principal.
Students will receive lessons related to Social Emotional Learning	100% of the students will receive four or more lessons related to Social Emotional Learning in the classroom	Each student will receive a minimum of four lessons related to Social Emotional Learning in the classroom
Staff will receive a CPR “refresher” training from a LA County Firefighter	Staff will receive a refresher on CPR during a Monday staff meeting	100% of staff will have been given a “refresher” on CPR by a trained professional.

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

All students in grades TK-5

#### Strategy/Activity

We have introduced our “Superstar” program which is part of our PBIS framework. We have identified desired behaviors to reinforce and are doing this with superstars which lead to rewards.

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

Amount(s)	\$500
Source(s)	Site Discretionary
Budget Reference(s)	Rewards for students including lunch with the principal, etc.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

All students in grades 1-5

### Strategy/Activity

We have a “Fun Friday” each week where students who have met certain criteria (behavior and academic) are allowed to participate in an activity at the end of the day. This is an activity to incentivize work ethics and behavior.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

All students in grades TK-5

### Strategy/Activity

Student attendance letters will be sent to parents of students who are habitually absent (over 10%) monthly throughout the school year

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense

Amount(s)	No site expense
Budget Reference(s)	No site expense

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

All students in grades 4-5

#### Strategy/Activity

Students will receive a lesson on Run/Hide/Distract delivered in their classroom by the principal.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

All staff

#### Strategy/Activity

100% of staff will have been trained in Run/Hide/Fight at a training provided by the district.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

All staff

### Strategy/Activity

100% of staff will have been given a “refresher” training on CPR by a LA County Firefighter.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Annual Review and Update

SPSA Year Reviewed: 2017-18

### Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA scores	Achievement growth in Grades 3, 4 & 5	The percent of 3 <sup>rd</sup> -5 <sup>th</sup> graders that met or exceeded the standard in ELA slightly decreased from 76.68% in 16-17 to 76.44% in 17-18.

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math scores	Achievement growth in Grades 3, 4 & 5	The percent of 3 <sup>rd</sup> -5 <sup>th</sup> graders that met or exceeded the standard in Math slightly decreased from 68.91% in 16-17 to 68.06% in 17-18
School Accountability Report Card	District Facilities will be deemed "Fair or Good" as measured by SARC	District Facilities will be deemed "Fair or Good" as measured by SARC for Mira Catalina Elementary School.

**STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Monthly staff/grade level meetings to review instruction and assessments results.	Monthly staff/grade level meetings to review instruction and assessments results.	No site cost	No site cost

**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Review Standardized test scores & report cards to identify students not meeting or exceeding standards.	Review Standardized test scores & report cards to identify students not meeting or exceeding standards.	\$250	\$720

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Training of teachers in daily five and other instructional and assessment strategies to improve student performance.	This was done informally with staff as a refresher as many staff members were already trained.	\$250	\$0

### ANALYSIS

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

Small group instruction was very effective in increasing student achievement. This was evident by reviewing report cards and assessment data from CAASPP. We found the need to have teachers meet together to disaggregate student data more often than expected to refine our groups for RTI tiered academic instruction in the area of reading in grades K-5. We utilized our universal screenings and formative assessment when forming groups for small group instruction and re-teaching concepts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw an increase in our CAASPP scores in both ELA & Math at the 3<sup>rd</sup> & 4<sup>th</sup> grade level we saw a decrease at the 5<sup>th</sup> grade level. This led to a slight decrease overall.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We found the need to have teachers meet together to disaggregate student data more often than expected to refine our groups for RTI tiered academic instruction in the area of reading in grades K-5. There was a \$500 increase in sub costs to cover the difference in sub costs.

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

We will continue to refine our RTI tiered instruction to best meet student needs and improve Reading fluency and comprehension in grades K-5. We will monitor progress on these goals using Aimsweb screening data and formative assessment along with

CAASPP scores. We will utilize the district adopted Wonders curriculum in grades TK-2 to align instruction and improve academic performance. We also used MobyMax software to address some deficits and had mixed results. This change is made in goal 1 strategy/activity 1.



## Goal 2

Provide an instructional program which raises achievement for all students in all four content areas.

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA & Math scores	Achievement growth in Grades 3, 4 & 5	The percent of 3 <sup>rd</sup> -5 <sup>th</sup> graders that met or exceeded the standard in ELA decreased from 76.68% in 16-17 to 76.44% in 17-18. The percent of 3 <sup>rd</sup> -5 <sup>th</sup> graders that met or exceeded the standard in Math decreased from 68.91% in 16-17 to 68.06% in 17-18
Aimsweb screening data (Reading Fluency)	Growth in grades 1-5	We had an increase in students reading fluency rates in Grades 1-5 as evidenced by the number of students needing RTI Reading Fluency intervention decreasing.
Report Cards	The percent of students who receive a report card grade at grade level in Social Studies & Science	The percent of students that are at grade level as measured by their report card grade will improve for this school year.

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide tiered reading instruction (Rtl)	Provide tiered reading instruction (Rtl)	\$32,000	\$32,000

**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Grade level planning (Monday meetings) to develop multiple measures to instruct towards and assess proficiency	Grade level planning (Monday meetings) to develop multiple measures to instruct towards and assess proficiency	No site cost	No site cost

**ANALYSIS**

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

RTI Tiered instruction for Reading in grades 2-5 with a double dose of reading instruction to build fluency for students in grades K & 1 (Four times a week for 50 minutes a session)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have continually seen growth in the area of Reading fluency in grades 1-5 as measured by the Aimsweb screening tools. We utilize the data from the screening to form our tiered instruction which has been highly successful in building Reading Fluency in grades K-2 specifically.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences as our expenditures were as planned.

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

We are looking for more achievement in the area of CAASPP achievement scores in the area of ELA & Math. We will continue to monitor fluency and intervene heavily in grades K-3 for our students who need extra Reading instruction. We will refine our higher level teaching techniques to improve performance on the CAASPP assessment (utilizing small group instruction and our title one teacher) and utilize our personnel to collaborate to improve Reading, Writing, and Math instruction in grades 3-5. This change is made in goal 2 strategy/activity 1 & 2 and in goal 3 strategy/activity 2.

## Goal 3

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)

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA & Math Scores	The percent of identified students that met or exceeded ELA or Math standards will improve for this school year.	The percent of our identified students who met or exceeded the standard in ELA decreased from 65% in 16-17 to 63% in 17-18. The percent of identified students who met or exceeded the standard in Math decreased from 65% in 16-17 to 53% in 17-18

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide tiered reading instruction (Rtl)	Provide tiered reading instruction (Rtl)	\$32,000	\$32,000

#### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hiring of Title I Teacher to instruct students in small groups specifically in writing.	Hiring of Title I Teacher to instruct students in small groups to improve Language Arts performance.	\$16,000	\$16,000

## ANALYSIS

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

We utilized our para-educators, Resource teachers, and an hourly Title I teacher to deliver small group reading instruction to identified students. We utilized our Title one teacher (50%) to deliver Writing instruction in small group environments and to have him conference with writers. Our Title I students were identified as being at risk in a couple different ways (Below grade level, At-Risk Socially/Emotionally, Free/Reduced Lunch, etc.).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The program was effective, however we did not see gains in the percent of identified students who met or exceeded the standards as measure by CAASPP achievement scores as a whole. We saw slight gains on the percent of students who met or exceeded the standard in ELA in fourth grade 58% in 16-17 to 61% in 17-18, however in 3<sup>rd</sup> grade we decreased from 58% in 16-17 to 50% in 17-18 and in 5<sup>th</sup> grade we decreased from 78% to 71%. All that being said if we track the same kids from year to year we had an increase from 3<sup>rd</sup> to 4<sup>th</sup> grade with 58% (meeting or exceeding) in 16-17 to 61% in 17-18 and from 4<sup>th</sup> to 5<sup>th</sup> grade with 58% (meeting or exceeding) in 16-17 and 71% in 17-18.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences as our expenditures were as planned.

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

While we saw growth in Reading fluency rates as measured by Aimsweb screening and growth with the same kids in the area of exceeding or meeting the standards in ELA, we did not see growth in all three grades for ELA on the CAASPP assessment. We will have our title one teacher work with students in small groups (grades 3-5) to improve Language Arts & Math achievement as measured by CAASPP results. He is utilizing

small group instruction with a writing curriculum (Ready Writing) and re-teaching math concepts to identified students who did not demonstrate proficiency. This change is made in goal 3 strategy/activity 2.

## Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

Healthy Kids Survey

The percentage of students feeling “safe or very safe” will increase as measured by the Healthy Kids Survey

The percentage of students feeling “safe or very safe” did increase to 89% as measured by the Healthy Kids Survey

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities

Actual Strategies/Activities

Proposed Expenditures

Estimated Actual Expenditures

PBIS Superstar program

PBIS Superstar program

\$500

\$300

### ANALYSIS

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

We have implemented our PBIS Character “Superstar” program which reinforces our behavior matrix. We will continue to refine our incentive programs to keep students motivated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The program has been successful with a decrease in students who are habitually absent (24 students in 16-17 and 20 students in 17-18) and an increase in students who feel safe or very safe (89% in 17-18).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had less students opt for rewards that were expenditures as they have been more motivated by our cost neutral rewards.

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

We have added a "Fun Friday" element to our Superstar program to give each student a weekly incentive to have strong work ethic and good behavior. This is a change we have made for 2018-19 as evidenced in goal 4 strategy/activity 2. We are sending attendance letters to our habitually absent monthly in 2018-19 as evidenced in goal 4 strategy/activity 3. We delivered run/hide/fight/distract curriculum to our 4<sup>th</sup> & 5<sup>th</sup> grade students and trained our entire staff on this protocol as evidenced in goal 4 strategy/activity 4 & 5. We also will have staff members receive a "refresher" CPR training delivered in a Monday staff meeting as evidenced in goal 4 strategy/activity 6.