

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	19-64865-6021273	October 17, 2019	December 11, 2019

Purpose and Description

The purpose of the Mira Catalina 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 within a safe learning community. 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 Mira Catalina School's SPSA addresses 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

There are four school site council meetings throughout the year (October, February, March, & May), where student achievement data is reported. Staff meet regularly (monthly) to review achievement data and plan instruction. Staff meet as grade level teams to review diagnostic measures on an objective assessment a minimum of three times a school year:

Mira Catalina presents data to all stakeholder groups and the plan in place to address the deficiencies in that data:

- Initial Presentation, Review, and Goal Setting with School Site Council (10/17):
- Initial Presentation, Review, and Goal Setting with School Site Staff (8/26 & 9/9):
- SPSA Draft and Goal Approval with School Site Staff (10/14):
- SPSA Draft and Goal Approval with School Site Council (10/17):

- SPSA and Budget Update with School Site Council (10/17):
- Presentation at Parent/Teacher Student Association Meeting (10/8):
- Mid-Year Evaluation and Progress Reporting with School Site Council (1/30):
- Annual Evaluation with SSC (5/1):

Resource Inequities

We review our achievement data with the staff in the fall (8/16, 8/27, 9/9, 9/18) and our School Site Council (10/17) to develop a plan for addressing any shortcomings for any students in our achievement data.

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

- CAASPP—Our CAASPP Data shows that as a school we decreased in the percentage of students who “met” or “exceeded” the standard in ELA. For 2018-19, 74.67% of the students met or exceeded the standard in ELA, as compared to 76.44% for 2017-18. In the areas of math, the percentage of students who met or exceed the standard increased to 71.33% in 2018-19 from 68.06% in 2017-18.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	74.67% students met or exceeded the standard	76.67% of students will meet or exceed the standard
CAASPP Math	71.33% students met or exceeded the standard	73.33% of students will meet or exceed the standard
iReady Diagnostic	After the first diagnostic, 6% of students are in need of Tier III intervention and 45% are in need of Tier II intervention.	Reduce number of students who are in need of Tier II supports to 15%.

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.

All students will take the iReady diagnostic three times this year to identify gaps in achievement and assist us in breaking students into groups to reteach concepts as needed.

All students in K-5 will have access to a chromebook (adding two carts so each students in 1st-5th will have a chromebooks and Kinder students will have access to one half the time) to receive individualized instruction in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$13,000

PTA

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.

Every Mira Catalina teacher will have completed Readers Workshop & Wonders Training to enhance ELA instruction in their classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Expense

No Site Expense

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.

Teachers will attend staff development regularly and we will meet in grade-level teams monthly, during Monday meetings, to enhance instruction and ultimately student achievement.

Teachers will work together to improve their practice of the supplemental programs used on site (iReady, Fontas & Pinnel, etc.).

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Expense

No Site Expense

Action 4

All 2nd -5th grade students

We meet as a team to look at assessment data (diagnostic data) and plan instruction each trimester.

Each 2nd-5th grade student will have access to iReady for ELA & Math to assist with differentiation and targeting gaps in learning. Each K-5 student will take the diagnostic to determine appropriate placement for Reading instruction (RTI).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4000	Supplemental

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

- Increase EL language fluency as measured by ELPAC
- iReady Baseline Results—Students in Tier II assessed at 45% and Tier III Students assessed at 6% following first diagnostic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	[74.67% students met or exceeded the standard]	[76.67% of students will meet or exceed the standard] (The percent of students, in each subgroup, that met or exceeded ELA standards will improve by at least 2% for this school year.)
CAASPP Math	[71.33% students met or exceeded the standard]	[73.33% of students will meet or exceed the standard] (The percent of students, in each subgroup, that met or exceeded ELA standards will improve by at least 2% for this school year.)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	2019 ELPAC Results: 3 students—Minimally Developed 3 students—Somewhat Developed 13 students—Moderately Developed 5 students—Well Developed	EL Students make up 7% of the student population and will increase fluency 15%.
iReady Diagnostic	After the first diagnostic, 6% of students are in need of Tier III intervention and 45% are in need of Tier II intervention.	Reduce number of students who are in need of Tier II supports to 15%.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Work with identified students (EL) in a small group setting (push in or pull out) to deliver instruction with targeted strategies to raise achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$20,500

Supplemental

Action 2

Special Education/Receiving Tiered Supports

Work with identified students (SPED) in a small group setting (push in or pull out) to deliver instruction with targeted strategies to raise achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Expense

No Site Expense

Action 3

Gifted and Talented Students (GATE)

Mira Catalina will have our GATE coach work with students in small groups after school to improve Reading, Writing, & Math achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,200

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, and Site Extra-/Co-Curricular Program Participation Information.

Identified Need

- CAASPP—Address areas of decline by Percentage and Scaled Score
- iReady Baseline Results—Any area of Tier II and Tier III Support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	74.67% students met or exceeded the standard	76.67% of students will meet or exceed the standard
CAASPP Math	71.33% students met or exceeded the standard	73.33% of students will meet or exceed the standard
ELPAC Summative	2019 ELPAC Results: 3 students—Minimally Developed 3 students—Somewhat Developed 13 students—Moderately Developed 5 students—Well Developed	EL Students make up 7% of the student population and will increase fluency 15%.
iReady Diagnostic	After the first diagnostic, 6% of students are in need of Tier III intervention and 45% are in need of Tier II intervention.	Reduce number of students who are in need of Tier II supports to 15%.

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.

Mira Catalina will perform iReady screenings to all K-5 students to assist with identifying students who are in need of 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 (Intervention) using research-based curriculum (LLI) within the school day to improve academic skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Expense

No Site Expense

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.

Gr. 3-5 Teachers will work collaboratively to implement interim assessment blocks in a given grade level that matches the pacing calendar. This will be a measure to determine proficiency of a given skill (i.e. Number Sense, Research, etc.). Gr. K-2 teachers will work in performance task instruction (LACOE & *Wonders*) to their classroom to teach students how to think through higher level problems.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Expense

No Site Expense

Action 3

All Students

Students will be provided access to counseling for goal setting, academic pathway planning, course access, post-secondary opportunities, and graduation requirements.

All of our students will be screened for “connectedness” and with students who come up as having concerns our psychologist will work with the parents and students to address those concerns. We will screen the students twice a school year (Oct/Nov & Feb/Mar).

We have seen an increase in the number of students who have reported “anxiety” or been referred to us for assistance with counseling. We had ten students receiving counseling for the 2018-19 school

year from our SSS counselor & Psychologist and have already had 12 students who have been identified to receive counseling support from our psychologists during the 2019-20 school year. We have not seen any students exit services, but are optimistic that some soon will exit upon receiving more sessions.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

None

None

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.

Identified Need

- Reduce Chronic Absenteeism (1 subgroup in Orange)
- Discipline Rates Increased for 1 Subgroup

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	Student Suspension Rates Increased 1.1% for White Students and is in the Orange for the CA Dashboard.	Student Suspension rate will decrease for the 2019-20 school year as a whole and for all subgroups.
Attendance Data	4-6% of students were habitually absent in 18-19. 6.1% of Two or More Races are Chronically Absent in the Orange.	The percent of students who are habitually absent (over 10%) will decrease for the 2019-20 school year. The percent of students in our subgroups who are habitually absent, two or more races or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2.8% of Asian Students are Chronically Absent and in the Yellow for the CA Dashboard.	Asian, (over 10%) will decrease for the 2019-20 school year.
Discipline Data	5-7% of students are referred to the office one or more times for disciplinary infractions.	The percent of students who are referred to the office for discipline will decrease.
Parent Involvement Rates	Parents completed 6,053 volunteer hours at Mira Catalina for the 2018-19 school year.	We will strive for a 10% increase in PTA and volunteer hours at Mira Catalina for the 2019-20 school year.

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.

We will utilize 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.

PTA will fund education through weeks such as Red Ribbon Week, Yellow Ribbon Week, etc. to promote physical and emotional security for students and provide education about healthy lifestyles.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Site Discretionary
\$2000	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, etc.).

We have monthly PTA meetings, PEF events (awareness week, fundraisers, etc.) and regular PTA events (Movie Night, Halloween Harvest Festival, etc.) to bring parents as stakeholders into our school.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

None

None

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.

Staff will be a part of the connectedness activity for students (twice a year) where we identify adults on campus for each and every student to feel a connection. We will meet as a staff to review this data and also pinpoint students who did not feel connected to anyone by developing a relationship. We will also continue our social emotional lessons in the classroom to improve wellbeing.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

None

None

Annual Review

SPSA Year Reviewed: 2018–19

Analysis

Small group instruction was effective in increasing student achievement. This was evident by reviewing report cards and assessment data from CAASPP. We saw our greatest jumps in achievement in grade 5 where we utilized the interim block assessments most (where students who met or exceeded the standard in ELA went from 73.5% to 77% and in math it went from 54.4% to 66%). We will expand upon that as we will use the block assessments more frequently in 3rd and 4th grade.

We saw an increase in our CAASPP scores in both ELA & Math at the 5th grade level, an increase (slight) in CAASPP scores in ELA at the 4th grade level and we saw a slight decrease at the 4th grade level in Math and at the 3rd grade level in ELA & Math. This led to a decrease in ELA scores overall and an increase in the Math scores overall.

We did not have any major differences between the intended implementation and the budgeted expenditures. We did find a need for more technology (chromebooks) to utilize for instruction in the classroom for *Wonders*. Due to moving to iReady for diagnostics and instruction we are working with our PTA to get each student in grades 1-5 a chromebook to access in the classroom.

We will refine our RTI tiered instruction to best meet student needs and improve Reading fluency and comprehension in grades K-5. Due to staffing changes for this year (a decrease in 50% of a teacher in the Learning Center and an intervention teacher on campus 40% of the time), we will modify how we deliver intervention. We will monitor progress on these goals using iReady screening data, Interim Block assessments, formative assessment along with CAASPP scores. We will utilize the district-adopted *Wonders* curriculum in grades TK-5 to align instruction and improve academic performance.

In addition to all the academics above, our teachers are utilizing the Second Step social emotional learning curriculum. We saw a ten percent decrease in behavioral referrals for this school year as compared to the previous year.