

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Silver Strand Elementary
Address	1350 Leyte Road Coronado, CA 92118
County-District-School (CDS) Code	37 68031 6038087
Principal	Jennifer Moore
District Name	Coronado Unified School District
SPSA Revision Date	May 8, 2019
Schoolsite Council (SSC) Approval Date	May 15, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The Coronado Unified School District's Mission Statement:

Quality Education for Life

Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Our Objectives: We inspire, innovate, and create limitless opportunities to thrive

Our graduates will have the necessary preparation to choose their post-graduate paths.

Our community will be aware of our mission and be involved with the education and well-being of our students.

Our facilities will provide the environment that ensures the success of our District's Mission and reflects the high expectations of our community.

Our Goals:

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.

Support: Maintain safe and supportive schools where students and staff thrive.

Silver Strand Elementary School Vision centers around meeting the needs of the unique learners in its school community, with a mission to provide students with individualized supports, interventions, and enrichment to realize their goals.

SITE Goals

Personalized Learning - Goal 1: Learning

Intent: Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their personalized goals based on their strengths and needs and personal interests and aspirations.

Communication Systems - Goal 2: Communication

Intent: Silver Strand Elementary seeks to ensure effective communication systems between and among all shareholders. Such communication includes effective forms of communication between regular and special education classrooms and classrooms and families and between the school and families and with the community.

Multi-tiered Systems of Support- Goal 3: Support

Intent: Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.

School Profile

One of four schools in the Coronado Unified School District, Silver Strand Elementary is located three miles south of the city of

Coronado on a narrow peninsula between the Pacific Ocean and San Diego Bay.

Our student population draws from several unique and diverse populations. A significant portion of our students reside in Navy housing

that surrounds our school, with other students coming from our neighboring resort community, "The Cays", as well as intra-district and inter-district transfer students.

Our school has completed several phases of renovation, including new buildings, paint, gardens, landscaping, playground

improvements and upgraded technology in all classrooms. A new play structure was added to the playground during the 2016-17 school year. Our library is filled with enticing books and up-to-date reference materials. During the 2017-18 school year many new non-fiction titles were added to the library collection.

Every classroom is actively supported by parent and community volunteers to enhance student learning. Our “Everyone A Reader” program, which was recognized as a Diamond Award winner by the San Diego County Office of Education, draws community volunteers from across Coronado. It is truly evident that parents and volunteers are not only welcomed, but embraced as educational partners and seen as invaluable resources to the children of Silver Strand Elementary School.

Our instruction is influenced significantly by our site strategic planning goal areas of student achievement and character education. These goal areas are supported by cooperative funding between our PTO and CSF (Coronado Schools Foundation) and allow all TK-5 students to have weekly library, computer lab, VAPA (Visual and Performing Arts) and science lab instruction. Students have the opportunity to participate in both choral instruction and musical instrument instruction via our school choir and also in band programs. School based and community based enrichment clubs offer students a wide variety of interest-based activities. Such clubs include, but are not limited to, golf, robotics, coding, gardening, needlework, cooking, chess, yoga, and running club.

We are pleased to have a Department of Defense M3 grant that, in addition to other resources, provides extended small group instructional level-specific academic scaffolding for all students through our ASE (Academic Support and Enrichment) Program and a Before School Academic Assistance Program. This grant has also allowed us to provide additional curricular and instructional mathematics support to our students and teachers alike this school year. Another more recent Department of Defense Arts for Learning grant provides an opportunity for expanded integrated arts opportunities within classroom environments. Another DODEA grant provides partnerships between classroom teachers and artist-consultants to provide multi-disciplinary lessons at all grade levels.

We have a number of after-school programs and partnerships that focus support on our military families and students. These include Operation Bigs (emotional mentoring) and Operation Pals (support for early primary students). Additional services are provided by our counselor, School Liaison Officer and MFLC (Military Family Life Consultant).

In order to meet the needs of our youngest learners, we provide a state funded preschool for up to 24 three- and four-year old children. Parent education, classroom volunteering and articulation with our kindergarten teachers are integral to our preschool program. Our preschool is a Quality Preschool Initiative program and received a five out of five tier rating during the 2016-17 school year. Our school logo and front entrance mosaic epitomize our goals. The Silver Strand Voyagers are on a journey to become responsible and respectful life-long learners. Woven into our strong academic program is an emphasis on character education with specific monthly social skills that are reinforced school-wide with “Voyager Way” tickets. Our District’s Character Counts program emphasizes the six pillars of trustworthiness, respect, responsibility, fairness, caring and citizenship and forms the basis of our core values of the “Voyager Way.” Students can also be “caught being good” where they are acknowledged for going above and beyond expectations in

either academic or behavioral areas. A Positive Behavioral Interventions and Support model has also been implemented at Silver Strand.

The camaraderie of our small school is evident as the entire school gathers each Friday morning for our flagpole ceremony. All staff contribute to the well-being of each child in our school, and our active PTO sponsors many during and after school events which enhance our sense of "family." Staff meetings and professional development sessions are a beehive of positive and mutual support, and teachers also collaborate together closely during weekly Professional Learning Community and Grade Level Team meetings. Staff members and parent volunteers reinforce well-communicated high expectations for academics and responsible behavior. We are committed to providing a quality education for life as we weave home, school, and community together in partnership.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Silver Strand School Site Council, comprising certificated and classified staff, parents, and principal, met on 1/23/19, 3/6/19, 4/17/19, and 5/15/19 to review site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 5/15/19 meeting. School staff met at a 5/1/19 staff meeting to review and revise goals in the SPSA, and had opportunities in the weeks prior and after to provide individual and group/program feedback.

The SPSA this year is an evolution of a former School Site LCAP, last revised on 4/10/18 in the former LCAP format. The three-year cycle format of the LCAP was translated and updated in the SPSA in Spring 2019 as described above.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year? Brainstorming charts were created to incorporate all site, district, and Board goals. This information was typed up and shared with the entire Silver Strand staff. This information was shared with staff members following the primary Strategic Planning meeting via a Google Doc. Notes were categorized and matched appropriately to one or more of the three CUSD Board goals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.35%	1	1	1
African American	2.2%	0.9%	1.41%	7	3	4
Asian	1.3%	1.5%	1.41%	4	5	4
Filipino	2.2%	1.8%	1.76%	7	6	5
Hispanic/Latino	21.6%	23.3%	17.61%	69	78	50
Pacific Islander	%	0.6%	1.06%		2	3
White	55.3%	57.0%	61.97%	177	191	176
Multiple/No Response	16.9%	%	1.76%	54		5
Total Enrollment				320	335	284

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	55	62	56
Grade 1	49	44	40
Grade 2	48	53	36
Grade3	54	47	51
Grade 4	59	69	41
Grade 5	55	60	60
Total Enrollment	320	335	284

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	10	20	12	3.1%	6.0%	4.2%
Fluent English Proficient (FEP)	27	26	18	8.4%	7.8%	6.3%
Reclassified Fluent English Proficient (RFEP)	7	4	2	53.8%	40.0%	10.0%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	46	45	49	45	42	49	45	42	92.5	97.8	93.3
Grade 4	58	67	41	56	63	38	56	63	38	96.6	94	92.7
Grade 5	59	59	58	51	56	56	51	56	56	86.4	94.9	96.6
All Grades	170	172	144	156	164	136	156	164	136	91.8	95.3	94.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2461.	2474.	2474.	41	51.11	52.38	18	22.22	16.67	31	15.56	16.67	10	11.11	14.29
Grade 4	2521.	2487.	2525.	50	36.51	44.74	21	20.63	31.58	14	14.29	21.05	14	28.57	2.63
Grade 5	2549.	2554.	2546.	37	41.07	33.93	35	35.71	39.29	20	10.71	16.07	8	12.50	10.71
All Grades	N/A	N/A	N/A	43	42.07	42.65	25	26.22	30.15	21	13.41	17.65	11	18.29	9.56

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	39	48.89	45.24	49	31.11	38.10	12	20.00	16.67	
Grade 4	46	33.33	44.74	32	44.44	52.63	21	22.22	2.63	
Grade 5	39	41.07	35.71	51	44.64	48.21	10	14.29	16.07	
All Grades	42	40.24	41.18	44	40.85	46.32	15	18.90	12.50	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	44.44	45.24	43	51.11	38.10	18	4.44	16.67
Grade 4	48	36.51	47.37	39	42.86	50.00	13	20.63	2.63
Grade 5	41	53.57	50.00	49	33.93	33.93	10	12.50	16.07
All Grades	43	44.51	47.79	44	42.07	39.71	13	13.41	12.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	31.11	26.19	59	60.00	66.67	6	8.89	7.14
Grade 4	32	25.40	28.95	63	57.14	71.05	5	17.46	0.00
Grade 5	35	37.50	28.57	55	58.93	60.71	10	3.57	10.71
All Grades	34	31.10	27.94	59	58.54	65.44	7	10.37	6.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	48.89	40.48	63	33.33	45.24	10	17.78	14.29
Grade 4	46	30.16	47.37	39	50.79	50.00	14	19.05	2.63
Grade 5	55	48.21	42.86	41	41.07	46.43	4	10.71	10.71
All Grades	43	41.46	43.38	47	42.68	47.06	10	15.85	9.56

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	46	45	49	45	42	49	45	42	92.5	97.8	93.3
Grade 4	58	67	41	56	64	38	56	64	38	96.6	95.5	92.7
Grade 5	59	59	58	51	56	56	51	56	56	86.4	94.9	96.6
All Grades	170	172	144	156	165	136	156	165	136	91.8	95.9	94.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2458.	2464.	2449.	37	31.11	33.33	31	35.56	28.57	22	22.22	16.67	10	11.11	21.43
Grade 4	2522.	2505.	2518.	39	26.56	31.58	36	34.38	36.84	13	26.56	23.68	13	12.50	7.89
Grade 5	2533.	2550.	2545.	29	41.07	39.29	35	23.21	25.00	18	25.00	25.00	18	10.71	10.71
All Grades	N/A	N/A	N/A	35	32.73	35.29	34	30.91	29.41	17	24.85	22.06	13	11.52	13.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	40.00	40.48	41	40.00	33.33	14	20.00	26.19
Grade 4	48	45.31	42.11	36	34.38	42.11	16	20.31	15.79
Grade 5	47	48.21	46.43	24	32.14	35.71	29	19.64	17.86
All Grades	47	44.85	43.38	33	35.15	36.76	20	20.00	19.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	46.67	42.86	43	37.78	38.10	12	15.56	19.05
Grade 4	46	39.06	42.11	39	46.88	44.74	14	14.06	13.16
Grade 5	33	37.50	37.50	49	46.43	46.43	18	16.07	16.07
All Grades	42	40.61	40.44	44	44.24	43.38	15	15.15	16.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	42.22	40.48	43	42.22	38.10	12	15.56	21.43
Grade 4	48	37.50	42.11	45	46.88	50.00	7	15.63	7.89
Grade 5	25	37.50	35.71	57	42.86	48.21	18	19.64	16.07
All Grades	40	38.79	38.97	48	44.24	45.59	12	16.97	15.44

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 2	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				11

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 2	*	*					*	*	*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	*	*			*	*	*	*	11

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*					*	*	*
Grade 2	*	*					*	*	*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	*	*					*	*	11

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 4			*	*					*
Grade 5	*	*	*	*					*
All Grades	*	*	*	*	*	*			11

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2	*	*			*	*	*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	11

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 2	*	*			*	*	*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	*	*			*	*	11

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 4			*	*			*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	11

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*					*
All Grades	*	*	*	*			11

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
284	13.4%	4.2%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	4.2%
Socioeconomically Disadvantaged	38	13.4%
Students with Disabilities	43	15.1%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.4%
American Indian	1	0.4%
Asian	4	1.4%
Filipino	5	1.8%
Hispanic	50	17.6%
Two or More Races	36	12.7%
Pacific Islander	3	1.1%
White	176	62.0%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

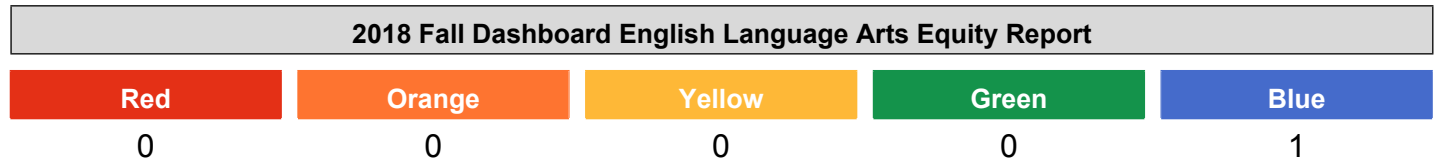
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 48.9 points above standard Increased 10.4 points 128 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 63.2 points above standard Maintained 1.2 points 22 students	Students with Disabilities  No Performance Color 22.1 points below standard Increased 17 points 27 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  No Performance Color 32.6 points above standard Increased 7.2 points 25 students	Two or More Races  No Performance Color 52.6 points above standard Increased 6 points 19 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 49 points above standard Increased 6.4 points 75 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 6 students	English Only 43.6 points above standard Increased 5.1 points 110 students
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Conclusions based on this data:

1.

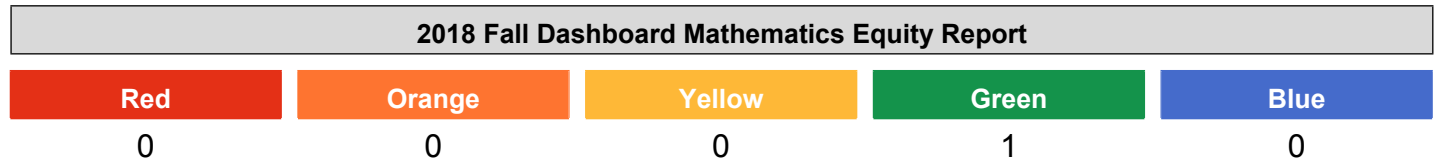
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Green</p> <p>25.1 points above standard</p> <p>Maintained 1.1 points</p> <p>128 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>20.1 points above standard</p> <p>Declined -12 points</p> <p>22 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>38.2 points below standard</p> <p>Increased 6.6 points</p> <p>27 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  No Performance Color 21.3 points above standard Maintained 2.3 points 25 students	Two or More Races  No Performance Color 30.9 points above standard Increased 6.4 points 19 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Green 21.1 points above standard Maintained -2.6 points 75 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 6 students	English Only 19.3 points above standard Maintained -0.7 points 110 students
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
11	81.8%		9.1%	9.1%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	3

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 3.9% chronically absent Declined 0.6% 304 students	English Learners  No Performance Color 0% chronically absent Declined 5% 15 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  Orange 6.5% chronically absent Increased 2.7% 46 students	Students with Disabilities  Blue 1.8% chronically absent Declined 3.3% 56 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic  Blue 1.8% chronically absent Declined 1.8% 55 students	Two or More Races  Blue 2.4% chronically absent Declined 5.4% 41 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Green 4.2% chronically absent Maintained 0.3% 189 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

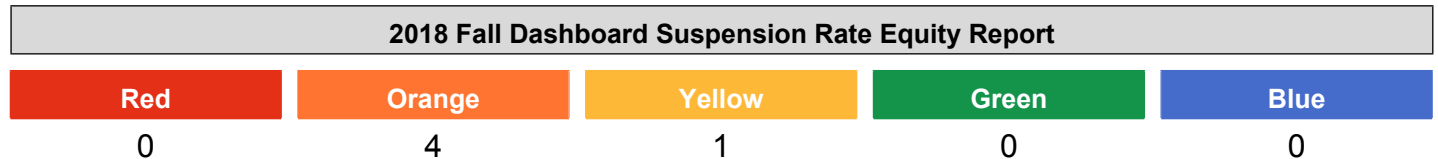
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.6% suspended at least once Increased 0.5% 308 students	English Learners  No Performance Color 0% suspended at least once Maintained 0% 15 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 1 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 2.1% suspended at least once Increased 2.1% 47 students	Students with Disabilities  Orange 3.6% suspended at least once Maintained 0.2% 56 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  No Performance Color Less than 11 Students - Data 5 students	Filipino  No Performance Color Less than 11 Students - Data 5 students
Hispanic  Orange 1.8% suspended at least once Increased 0.6% 55 students	Two or More Races  Orange 2.4% suspended at least once Increased 2.4% 41 students	Pacific Islander  No Performance Color Less than 11 Students - Data 3 students	White  Yellow 1.6% suspended at least once Maintained 0.1% 193 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	1.1% suspended at least once	1.6% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Learning

Goal Statement

Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their individual learning needs and their personalized goals based on their strengths and needs and personal interests and aspirations.

LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Basis for this Goal

- Increase performance of students with disabilities in English language arts and mathematics
- After school intervention program reinstatement
- Improved attendance for chronically absent students
- Continued support for English Learners and Reclassified Fluent English Proficient students
- ELA CAASPP - 4th grade (current 5th grade classes)
- MATH CAASPP - 4th grade (current 5th grade classes)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019-20: Provide maximum ASE support commensurate with available funding. 2018-19: Maintain a minimum 3.4% of FTE for ASE/Title I teachers	Maintaining this level of FTE for ASE support will be dependent upon funding available. Staff desires to continue the ASE program as robust as possible. (declining enrollment predicted this year due to Lincoln Military Housing Renovation project). 2018-19 FTE: 2.97	2019-20: Provide maximum ASE support commensurate with available funding. Projected FTE for ASE teachers 2019-20: 3.0 (1.6 reading, with .205 funded by new DoDEA grant).
2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports. 2018-19: 100% of identified teachers will begin with exploration of Haiku. Each identified teacher will begin utilizing Haiku (minimum of three uses). All Silver Strand teachers currently have Haiku pages. However, two	100% of identified teachers will add to usage of Haiku/Powerschool and each student (grades 3-5) will have PEP plans via Haiku portfolios. Add 15% - goal is for all teachers to be actively using their Haiku pages with timely additions being added to their pages (monthly – minimum level). 65% of parents will regularly utilize Haiku/Powerschool system	2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports.

Metric/Indicator	Baseline	Expected Outcome
teachers are not actively using their pages at this time.	2018-19 data: 1800 parents (district-wide) have never logged on/accessed Haiku.	
2018-19: CAASPP ELA Average all grades: 75% 2017-18: CAASPP ELA Average all grades: 73% student performance rate	2017-18: CAASPP ELA Average all grades: 73% student performance rate	2018-19: CAASPP ELA Average all grades: 75%
2018-19 CAASPP Math Average all grades: 67% student performance rate 2017-18 CAASPP Math Average all grades: 65% student performance rate	2017-18: CAASPP Math Average all grades: 65% student performance rate	2018-19 CAASPP Math Average all grades: 67% student performance rate
2019-20: Teachers will participate in district review of possible ELA curriculum adoptions with curriculum adoption as result	2018-19: Materials will either need to be purchased and/or created based upon teacher usage needs. Grade level needs will determine appropriateness of selected program(s).	2019-20 District will adopt an ELA curriculum to include grammar, spelling, and word study
2019-20: Set CAST goal based on baseline from Spring 2019 CAST test	Baseline to be determined by performance of 5th graders on CAST Spring 2019	2019-20: Growth Goal determined based on baseline set by Spring 2019 CAST test
2018-19 Goal TBD based on Baselines 2017-18: The percent of ELs making annual growth on CELDT will increase 2% over baseline. ELPAC growth rates to be determined. The Reclassification Rate: 55%	To be determined	2018-19 Goal TBD based on baselines 2017-18: The percent of ELs making annual growth on CELDT will increase 2% over baseline. ELPAC growth rates to be determined. The Reclassification Rate: 55%
2019-20: Teachers at all grade levels will collaborate with visiting artists and develop a plan for continuing arts integration, as well as relationship to VAPA teacher/Special 2018-19: All teachers will be exposed to new integrated arts model and will become familiar and more comfortable with using this model with support and direct guidance. 100% of general education teachers will be exposed to new model	2018-19: All teachers will continue with the use of this model with support. Notes/reflections will take place. Recommendations for adaptations will be noted. 100% of general education teachers will continue to use this model with support of Arts TOSA.	2019-20: Teachers at all grade levels will collaborate with visiting artists and develop a plan for continuing arts integration, as well as relationship to VAPA teacher/Special 2018-19: All teachers will be fully implementing arts integration models within their classrooms. Modifications will be made based upon recommendations from previous year of full implementation. 100% of general education teachers will be fully implementing the integrated arts model within their classrooms.
2019-20: Staff will have access to and express average satisfaction with high-quality professional	2018-19: Reflections of teacher support regarding professional learning opportunities provided from	2019-20: Staff will have access to and express average satisfaction with high-quality professional

Metric/Indicator	Baseline	Expected Outcome
development opportunities provided by site and district aligned with site goals and staff interest/need	<p>the previous year. Next steps based upon teacher feedback.</p> <p>Reflections from students pertaining to supplemental curricular resources utilized as well as possible incentives for future use. Next steps based upon student feedback.</p> <p>Teachers will determine the ways that their PEP plans enhanced their professional development and instructional practice.</p>	development opportunities provided by site and district aligned with site goals and staff interest/need (measured via survey)
<p>All students in 5th grade classes will continue to participate in daily PE instruction and in the CA Physical Fitness Test each spring. Testing is ongoing at this time. Final data for 17-18 year not yet available.</p> <p>Instructional efforts will work to continue to foster improvement in needed areas (2-3% growth per area).</p> <p>PE teachers will be best prepared to instruct due to professional development opportunities and collaborative team efforts - measured by increase in PD opportunities (increase by 1 -2 trainings per year) and team meetings (increase by 1-2 meetings per year).</p>	<p>Growth TBD based upon results of goals established during previous year.</p> <p>Complete implementation of SPARK PE program.</p> <p>Continued ongoing team collaboration meetings.</p> <p>Continued PD trainings as helpful.</p>	Growth TBD based upon results of goals established during previous year.
<p>2018-19: 87% of students in grades 2-5 who began the school year at SSES will meet reading benchmarks for their final MAP testing session; 74% will do so for math.</p> <p>72% of students in grades 3-5 will meet or exceed expected proficiency levels on CAASPP ELA; 61% will do so for Math sub groups Title I – MAP Reading 55%; CAASPP ELA 30% RFEP – MAP Reading – 69%; MAP Math 69%; CAASPP ELA 73%; CAASPP Math 59% SPED – MAP Reading 37%; MAP Math 37%; CAASPP ELA 38%; CAASPP Math 31%</p> <p>59% of K-1 students who begin the school year at SSES will meet end of</p>	Growth to be determined based upon initial test scores from previous year.	Growth TBD based upon results of goals established from previous year.

Metric/Indicator	Baseline	Expected Outcome
<p>year Read Well benchmarks Title I - 35% RFEP - 77% SPED - 75%</p> <p>62% of ALL students K-5 were secure on Math Benchmark in December</p> <p>English Learners (EL) - 75% of EL students will make annual progress on the ELPAC test – TBD – new test (initial year of testing)</p>		

Planned Strategies/Activities

Strategy/Activity 1

1.1: Maintain Critical Interventions (ASE Reading and Math)

- -Allocate ASE per critical needs/grade levels
- -Determine and implement appropriate math intervention
- -Incorporate .205 FTE (new Reading Grant)
- -Explore homework club/tutoring as part of Enrichment Clubs

Students to be Served by this Strategy/Activity

Students performing below grade level, as well as those performing at or above, who benefit from smaller groupings

Timeline

School Year 2019-20

Person(s) Responsible

Principal, ASE teachers, PTO, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Description

Budget Sources: CSF,PTO, DoDEA Grant, LCFF supplemental, Title I

Strategy/Activity 2

1.2

Determine and Implement appropriate PEPS at each grade level

Students to be Served by this Strategy/Activity

All students

Timeline

2019-20 School Year

Person(s) Responsible

All teachers, Principal

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

CUSD General Fund/Tech budget

Strategy/Activity 3

1.3

Continue Independent Reading Contracts for students in grades 4-5 with the possibility of expansion to 3rd grade and clearly communicate goals and rationale to parents.

Continue to utilize Raz-Kids program for reading instruction and clearly communicate goals and rationale to parents.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20 School Year

Person(s) Responsible

All teachers, Technology Resource Technician, Principal

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

PTO supports RAZ Kids, Book Fair funds, general funds, CSF supports Library Technician

Strategy/Activity 4

1.4

Devote Professional Development and Collaboration Time to review implementation of Lucy Calkins writing program.

Review use of DRA2 writing components in writing instruction.

Provide opportunities for teachers to compare writing practices with others using CUSD exemplars (anchor papers) from Lucy Calkins writing and Compass Learning writing.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

All Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Description

PD Time (General Fund)

Strategy/Activity 5

1.5

Pilot ELA Curricula at SSES in targeted grade levels and review/collaborate with all teachers

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Learning Department, SSES Teachers, Principal

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

District Funds

Strategy/Activity 6

1.6

Implement Bridges Math and Provide training, planning, and collaboration time

Students to be Served by this Strategy/Activity

All

Timeline

2019-2021

Person(s) Responsible

Learning Department, all teachers, principal

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

District Instructional Materials Fund and General Funds

Strategy/Activity 7

1.7

Implement Project Lead the Way curriculum for Science Specialists, and provide Training, curriculum materials, technology, and supplies

Students to be Served by this Strategy/Activity

All

Timeline

2019-2021

Person(s) Responsible

Science Specials Teacher, Technology Resource Technician, Principal

Proposed Expenditures for this Strategy/Activity

Description

CSF funds, other grant funds (PTO)

Strategy/Activity 8

1.8
Review and Revise goals, curricula, student use of Technology Lab (e.g., Edutyping) in conjunction with new focus for Science Specials.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Learning and Technology Departments and related ToSAs, All teachers, Technology Resource Technician, Principal

Proposed Expenditures for this Strategy/Activity

Description

CSF Funds, District General Funds

Strategy/Activity 9

1.9
Determine a plan for extension of integrated arts beyond grant.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2021

Person(s) Responsible

All Teachers, Arts4Learning Artists, Arts ToSA, Principal

Proposed Expenditures for this Strategy/Activity

Description

DoDEA A4L grant

Strategy/Activity 10

1.10

Determine needs in Social Studies Curriculum and Framework Implementation

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

All Teachers, Department of Learning, Principal

Proposed Expenditures for this Strategy/Activity

Description

District Instructional Materials Fund and Lottery Funds

Strategy/Activity 11

1.11 Implement new PE rotation, staffing, and Unit/lesson scheme, collaborate with VES, and determine strengths and needs to address.

Students to be Served by this Strategy/Activity

Timeline

2019-21

Person(s) Responsible

PE Staff, Principal

Proposed Expenditures for this Strategy/Activity

Description

General Funds

Strategy/Activity 12

Students to be Served by this Strategy/Activity

All

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

Site funds for collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Communication

Goal Statement

Silver Strand Elementary seeks to ensure effective communication systems between and among all shareholders. Such communication includes effective forms of communication between general education and special education and classrooms and families and between the school and families within the community.

LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

Basis for this Goal

Effective communication strategies need to be implemented and utilized to facilitate positive home / school connections.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports.	Parent awareness of NGSS and Foss kit implementation via parent education night Reading lists feedback from parents - survey	2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports. Back-to-School night will orient parents to classroom communications.
Parents will be exposed to new math curriculum and student supports at home	Increase % of family participation over baseline.	Parents will be familiar with Bridges Math Curriculum via Family Math Night/awareness opportunity.
SSes will have parent data on preferred modes of communication for implementation 2020-21	Need to streamline/better meet parents' communication needs	New strategies for communication will be planned and/or implemented based on survey results.
Parent participation in Fall Conferences will improve by .75%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by .75%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by 1%
Collaboration between SpEd and Gen Ed teachers will occur weekly	Collaboration time has been inconsistent	Co-teachers and gen ed/SpEd staff will have opportunities to plan together and review data, goals for IEPs

Planned Strategies/Activities

Strategy/Activity 1

2.1
Educate parents concerning new curriculum and programs (Sanford Harmony, FOSS, Bridges, Pilots, Reading Lists) via monthly Newsletter focus, website resources, and Parent Night(s)

Students to be Served by this Strategy/Activity

All

Timeline

2019-21

Person(s) Responsible

All teachers, Learning Department, Principal,

Proposed Expenditures for this Strategy/Activity

Description

Site funds and District PD funds, PTO

Strategy/Activity 2

2.2
Develop a coordinated plan for annual showcases for VAPA, Choir, Band, Science Fair, other programs, to increase family involvement and awareness.

Students to be Served by this Strategy/Activity

All

Timeline

2019-21

Person(s) Responsible

All Teachers, Specials programs

Proposed Expenditures for this Strategy/Activity

Description

District or PTO support for events and for possible child care, CSF

Strategy/Activity 3

- 2.3
- -Update website with annual information/resources
 - -Establish monthly cycle of safety awareness messages for Newsletter
 - -Use Outlook calendar with staff to ensure all-campus awareness of events and activities
 - -Continue weekly communications with staff and families

Students to be Served by this Strategy/Activity

All

Timeline

2019-21

Person(s) Responsible

Principal, teachers, Office Staff

Proposed Expenditures for this Strategy/Activity

Description

Site and District general funds

Strategy/Activity 4

2.4

Provide list of parent involvement opportunities at beginning of school year (School Site Council, Title I meetings, ELAC/DELAC, PTO, Local Military Planning Council, SPED/IEPs, and Parent/Teacher Conferences, volunteer opportunities) to increase participation

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal, PTO, Military Liaison, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Description

None

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support

Goal Statement

Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.

LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Basis for this Goal

Students and staff members need to work in physically and emotionally safe learning environments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Use student data (MAP, CAASPP, DRA) to determine appropriate interventions and use of ASE resources.	MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Use Title 1 Group students' data as baseline	Students in intervention groups in math and ELA will demonstrate progress toward grade level
Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs	Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs	Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs
Growth data will be evaluated each trimester in math (based upon MAP/MPG data results) and each semester in reading (based upon DRA2 reading assessment results).	Next steps TBD based upon data acquired and teacher feedback and needs expressed.	Continuous support will be ongoing and will continue to be modified (as needed) based upon data and teacher feedback and ongoing needs.
Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.	Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.	Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.

Metric/Indicator	Baseline	Expected Outcome
	Add 1-2 new clubs - Year 2 (as budget and staff time allows)	Add 1-2 new clubs - Year 3 (as budget and staff time allows)
P2 Attendance Rate will increase by .5% for all grade levels. Chronic Absenteeism Rate will decrease by 2% over 2015-16.	P2 Attendance Rate will increase by 1.0% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 3% over 2015-16.	P2 Attendance Rate will increase by 1.5% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 4% over 2015-16.
<p>The percent of ELs making annual growth on CELDT will increase 2% over baseline.</p> <p>ELPAC growth rates to be determined.</p> <p>The Reclassification Rate: 55%</p>	<p>Full implementation year for ELPAC Assessment - the percent of ELs making annual growth according to ELPAC will increase based on initial ELPAC data.</p> <p>Reclassification Rate: TBD</p>	<p>The percent of ELs making annual growth according to ELPAC will increase based on previous year's ELPAC data.</p> <p>Reclassification Rate: TBD</p>
Improved support systems and accountability systems will be fully implemented including tiered levels of support with staff and resources offered to families.	<p>Same as previous year - additional support to be added (as needed)</p> <p>Program evaluation and modifications (as needed)</p>	<p>Same as previous year - additional support to be added (as needed)</p> <p>Program evaluation and modifications (as needed)</p>

Planned Strategies/Activities

Strategy/Activity 1

3.1

1.1: Maintain Critical Interventions (ASE Reading and Math)

- -Allocate ASE per critical needs/grade levels
- -Determine and implement appropriate math intervention
- -Incorporate .205 FTE (new Reading Grant)
- -Explore homework club/tutoring as part of Enrichment Clubs

Students to be Served by this Strategy/Activity

All

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

DoDEA Project M3; available LCFF supplemental and/or site funds

Strategy/Activity 2

3.2

- -Implement bell schedule with daily collaborative time for grade levels.

- -Plan collaborative time with SpEd and ASE teachers

Students to be Served by this Strategy/Activity

All

Timeline

2019-21

Person(s) Responsible

District, Principal, All teachers

Proposed Expenditures for this Strategy/Activity

Description

General fund and CSF funds to cover specials

Strategy/Activity 3

3.3
Maintain supports and interventions for students (i.e. ASE, ELD, and social/emotional support groups)

Select optimal resources for support usage with “at risk” and behaviorally “needy” students and implement programs (within constraints of funding limitations).

Continue to build upon supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. Examples of such reciprocity include both SPED teachers and general education teachers participating in PLC meetings together and mutual consultations between SPED teachers and general education teachers prior to IEP meetings taking place.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal, Counselors, All teachers, District Student Services

Proposed Expenditures for this Strategy/Activity

Description

DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover if available

Strategy/Activity 4

3.4
Partner with PTO, CSF, and outside organizations to continue before- and after-school enrichment opportunities for students.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

PTO, Principal, CSF, Staff Liaison

Proposed Expenditures for this Strategy/Activity

Description

CSF, PTO, and/or parent paid

Strategy/Activity 5

3.5

Continue to monitor attendance daily, raise awareness with families and consider/determine incentives

Consider offering one Saturday School session per semester

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal, Attendance Clerk, Counselor

Proposed Expenditures for this Strategy/Activity

Description

Site or District funds

Strategy/Activity 6

3.6

- -Update Site Safety Plan and safety supplies
- -Determine Security Staffing for 2019-20
- -Train Sweep Team

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal, Security staff, All Staff

Proposed Expenditures for this Strategy/Activity

Description

Site funds

Strategy/Activity 7**Students to be Served by this Strategy/Activity****Timeline****Person(s) Responsible****Proposed Expenditures for this Strategy/Activity****Description**

LCFF Supplemental

Strategy/Activity 8

3.8

Continue MTSS work at site/with district and maintain:

- -social and emotional supports as needed via school clinical counselor, MFLC, or student behavioral support team.
- -Meet up/Circle time as part of Bell Schedule
- -Establishment of schoolwide and classroom expectations at beginning of school year. Clinical counselor supports classroom teachers.

Schoolwide PBIS – support and training for designated staff in areas of behavior management during unstructured times. PBIS tea provides leadership and planning for implementation of strategies to increase positive campus atmosphere and decrease problem behaviors.

- -Sanford Harmony program and lessons
- -Clinical counselor and MFLC continue to lead and develop clubs to empower and unify students (i.e. Leadership Academy, Student Council, Ambassador Club, Peace Patrol, WOW classes, Student Interest Clubs, Voyager Club, Mindfulness classes, Intensive Support classes, Restorative Circles, Operation PALS and BIGS, Military Kids Club, and Deployment Clubs.
- -GREAT Program – 4th grade
- -Anchored 4 Life - Transition and Resiliency Club
- -SST Process

Students to be Served by this Strategy/Activity

All, Military

Timeline

2019-21

Person(s) Responsible**Proposed Expenditures for this Strategy/Activity****Description**

District funds, Dept. of Defense

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their personalized goals on their strengths and needs and personal interests and aspirations.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019-20: Provide maximum ASE support commensurate with available funding. 2018-19: Maintain a minimum 3.4% of FTE for ASE/Title I teachers	Maintaining this level of FTE for ASE support will be dependent upon funding available. Staff desires to continue the ASE program as robust as possible. (declining enrollment predicted this year due to Lincoln Military Housing Renovation project). 2018-19 FTE: 2.97	2019-20: Provide maximum ASE support commensurate with available funding. Projected FTE for ASE teachers 2019-20: 3.0 (1.6 reading, with .205 funded by new DoDEA grant).
2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports. 2018-19: 100% of identified teachers will begin with exploration of Haiku. Each identified teacher will begin utilizing Haiku (minimum of three uses). All Silver Strand teachers currently have Haiku pages. However, two teachers are not actively using their pages at this time.	100% of identified teachers will add to usage of Haiku/Powerschool and each student (grades 3-5) will have PEP plans via Haiku portfolios. Add 15% - goal is for all teachers to be actively using their Haiku pages with timely additions being added to their pages (monthly – minimum level). 65% of parents will regularly utilize Haiku/Powerschool system 2018-19 data: 1800 parents (districtwide) have never logged on/accessed Haiku.	2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports
2018-19: CAASPP ELA Average all grades: 75% 2017-18: CAASPP ELA Average all grades: 73% student performance rate	2017-18: CAASPP ELA Average all grades: 73% student performance rate	2018-19: CAASPP ELA Average all grades: 75%
2018-19 CAASPP Math Average all grades: 67% student performance rate 2017-18 CAASPP Math Average all grades: 65% student performance rate	2017-18: CAASPP Math Average all grades: 65% student performance rate	2018-19 CAASPP Math Average all grades: 67% student performance rate
2019-20: Teachers will participate in district review of possible ELA	2018-19: Materials will either need to be purchased and/or created based	2020-21 District will adopt an ELA curriculum to include grammar,

Metric/Indicator	Expected Outcomes	Actual Outcomes
curriculum adoptions with curriculum adoption as result	upon teacher usage needs. Grade level needs will determine appropriateness of selected program(s).	spelling, and word study
2019-20: Set CAST goal based on baseline from Spring 2019 CAST test	Baseline to be determined by performance of 5th graders on CAST Spring 2019	2019-20: Growth Goal determined based on baseline set by Spring 2019 CAST test
2018-19 Goal TBD based on Baselines 2017-18: The percent of ELs making annual growth on CELDT will increase 2% over baseline. ELPAC growth rates to be determined. The Reclassification Rate: 55%	To Be Determined	2018-19 Goal TBD based on baselines 2017-18: The percent of ELs making annual growth on CELDT will increase 2% over baseline. ELPAC growth rates to be determined. The Reclassification Rate: 55%
2019-20: Teachers at all grade levels will collaborate with visiting artists and develop a plan for continuing arts integration, as well as relationship to VAPA teacher/Special 2018-19: All teachers will be exposed to new integrated arts model and will become familiar and more comfortable with using this model with support and direct guidance. 100% of general education teachers will be exposed to new model	2018-19: All teachers will continue with the use of this model with support. Notes/reflections will take place. Recommendations for adaptations will be noted. 100% of general education teachers will continue to use this model with support of Arts TOSA.	2019-20: Teachers at all grade levels will collaborate with visiting artists and develop a plan for continuing arts integration, as well as relationship to VAPA teacher/Special 2018-19: All teachers will be fully implementing arts integration models within their classrooms. Modifications will be made based upon recommendations from previous year of full implementation. 100% of general education teachers will be fully implementing the integrated arts model within their classrooms.
2019-20: Staff will have access to and express average satisfaction with high-quality professional development opportunities provided by site and district aligned with site goals and staff interest/need	2018-19: Reflections of teacher support regarding professional learning opportunities provided from the previous year. Next steps based upon teacher feedback. Reflections from students pertaining to supplemental curricular resources utilized as well as possible incentives for future use. Next steps based upon student feedback. Teachers will determine the ways that their PEP plans enhanced their professional development and instructional practice.	2019-20: Staff will have access to and express average satisfaction with high-quality professional development opportunities provided by site and district aligned with site goals and staff interest/need (measured via survey)
All students in 5th grade classes will continue to participate in daily PE instruction and in the CA Physical Fitness Test each spring. Testing is ongoing at this time. Final data for 17-18 year not yet available.	Growth TBD based upon results of goals established during previous year. Complete implementation of SPARK PE program. Continued ongoing team	Growth TBD based upon results of goals established during previous year.

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Instructional efforts will work to continue to foster improvement in needed areas (2-3% growth per area).</p> <p>PE teachers will be best prepared to instruct due to professional development opportunities and collaborative team efforts - measured by increase in PD opportunities (increase by 1 -2 trainings per year) and team meetings (increase by 1-2 meetings per year).</p>	<p>collaboration meetings.</p> <p>Continued PD trainings as helpful.</p>	
<p>2018-19: 87% of students in grades 2-5 who began the school year at SSES will meet reading benchmarks for their final MAP testing session; 74% will do so for math.</p> <p>72% of students in grades 3-5 will meet or exceed expected proficiency levels on CAASPP ELA; 61% will do so for Math sub groups Title I – MAP Reading 55%; CAASPP ELA 30% RFEP – MAP Reading – 69%; MAP Math 69%; CAASPP ELA 73%; CAASPP Math 59% SPED – MAP Reading 37%; MAP Math 37%; CAASPP ELA 38%; CAASPP Math 31%</p> <p>59% of K-1 students who begin the school year at SSES will meet end of year Read Well benchmarks Title I - 35% RFEP - 77% SPED - 75%</p> <p>62% of ALL students K-5 were secure on Math Benchmark in December</p> <p>English Learners (EL) - 75% of EL students will make annual progress on the ELPAC test – TBD – new test (initial year of testing)</p>	<p>Growth to be determined based upon initial test scores from previous year.</p>	<p>Growth TBD based upon results of goals established from previous year.</p>

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.1 Maintain funding for ASE program	FTE for ASE program maintained between 2017-19	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I	Cost of ASE 2.97 FTE

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Maintain before school ASE program</p> <p>Seek outside sources to support with after school ASE or after school tutoring possibilities</p> <p>Publicize the success of ASE – both interventions and enrichment</p> <p>Impact on ASE schedule – begin daily schedule at 8:30 a.m, to allow for school-wide community building via Sanford Harmony</p>	<p>Before school ASE program maintained for 2018-19</p> <p>Outside and after-school tutoring not offered 2018-19</p> <p>ASE interventions/successes emphasized in Board Report and CSF Report</p> <p>Bell Schedule changed to include daily Sanford Harmony time</p>		
<p>1.2 Consistent use of Haiku/Powerschool for grades TK-5 (in alignment with district directives and support)</p> <p>Explore ways to encourage parents to use Haiku/Powerschool for school updates</p> <p>Expand and formalize PEP documents and process for grades 3-5 (possible use of ePortfolios for upper grades)</p> <p>Articulate with CMS the use of My Learning Plan</p>	<p>Haiku use not prioritized or emphasized during SY 2018-19</p>	CUSD General Fund/Tech budget	District Cost for Powerschool
<p>1.3 Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students.</p> <p>Continue to provide teachers with professional</p>	<p>2018-19 Reading Contracts maintained in Grades 4-5.</p> <p>Raz Kids used and subscription renewed by PTO for three years</p>	District Instructional Materials Fund and Lottery Funds: Amount TBD	\$4000 3-yr Subscription to Raz Kids Renewed

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>learning directed at reading instruction.</p> <p>Continue Independent Reading Contracts for students in grades 4-5 with the possibility of expansion to 3rd grade.</p> <p>Continue to utilize Raz-Kids program for reading instruction.</p>			
<p>1.4 Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students.</p> <p>Continue to utilize DRA2 writing components in writing instruction.</p> <p>Provide opportunities for teachers to compare writing practices with others using CUSD exemplars (anchor papers) from Lucy Calkins writing and Compass Learning writing.</p> <p>Continue to revise use of Lucy Calkins writing program.</p>	<p>DRA2 maintained for SY 2018-19</p> <p>Writing curriculum not emphasized during SY 2018-19</p>	<p>District Instructional Materials Fund and Lottery Funds: Amount TBD</p>	<p>General fund cost of teaching; no additional costs</p>
<p>1.5 Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students.</p> <p>Continue to research and/or pilot grammar and spelling program such as Words Their Way / Word Talk / Modern Word Wall / teacher created programs</p>	<p>2018-19: District began research of ELA curriculum in Spring of 2019</p>	<p>District Instructional Materials Fund and Lottery Funds: Amount TBD</p>	<p>General fund cost of teaching; no additional costs</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.6 Silver Strand will provide CCSS standards-based instruction in math.</p> <p>All students will continue to utilize high quality math tasks throughout each week (goal 1-2 times per week).</p> <p>Number Talks will continue to be implemented 2-3 times per week in each classroom.</p> <p>Continue to use Ready Common Core math textbooks while exploring other resources</p> <p>Investigate possible use of iReady supplemental program</p> <p>Continue to utilize Compass Learning for math instruction, support, and practice</p>	<p>2018-19: Pilot of Bridges Math in grades 3 and 5. Adoption of Bridges Math by School Board for 2-yr rollout implementation 2019-21</p>	<p>District Instructional Materials Fund and Lottery Funds: DoDEA M3 Grant funds</p>	<p>District Instructional Funds</p>
<p>1.7 Science instruction for grades K-5 will align to NGSS.</p> <p>All grades K-5 full implementation of NGSS.</p> <p>PD on science notebooks and Science Talk for FOSS.</p> <p>Team collaboration / PLC time for FOSS Kit implementation.</p> <p>Science articulation with CMS</p>	<p>2018-19: Science Special augmented Foss Science lessons at all grade levels 2019-20: Implementation of Project Lead the Way for Innovation Special</p>	<p>District Instructional Materials Fund and Lottery Funds</p>	<p>CSF Funds for Science teacher (\$20,000)</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.8 Maker Space creation and implementation</p> <p>This project was put on hold for a possible future date as per the direction of Supt. Mueller.</p> <p>Maintain support of TRT to assist with technology related endeavors.</p>	<p>Maker Space not supported during SY 2018-19.</p> <p>Technology Resource Technician support maintained.</p>	<p>Funding acquired thus far (Loews Coronado Bay Donors Choose grant). At this time, funds have been designated for use to support other STEAM related ventures.</p>	<p>CSF supports TRT (\$38,000)</p>
<p>1.9 Implement Yr 2 of arts integration in grades TK-5 per DoDEA Arts for Learning grant.</p> <p>Continue the development and implementation of Integrated Arts throughout all grade levels.</p> <p>Work to improve logistics and scheduling of Integrated Arts program.</p>	<p>2018-19: Arts integration implemented at all grade levels.</p>	<p>DoDEA A4L grant</p>	<p>A4L Grant</p>
<p>1.10 New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Introduction Year).</p>	<p>2018-19: No emphasis on Social Studies for SY 2018-19</p>	<p>District Instructional Materials Fund and Lottery Funds: Amount TBD</p>	<p>General fund cost of teaching; no additional costs</p>
<p>1.11 Provide supplementary instructional resources and trainings for teachers.</p> <p>Continue professional learning opportunities and direct support for teachers as needed.</p>	<p>2018-19: Dept of Learning provided interest-based PD opportunities for teachers to choose from.</p>	<p>Available site and District Title IIA funds.</p>	<p>Learning Dept. PD Funds</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Explore possible incentives for student use of supplemental curricular resources.</p> <p>Continue development and implementation of PEP plans for teachers as individuals, partners, or in groups.</p>			
<p>1.12</p> <p>All students will continue to improve their physical education performance</p> <p>Continue with previously established goals and add additional training opportunities as funding and other resources allow</p> <p>Continue to allow for collaboration opportunities between Village and Strand PE teachers as well as team meeting opportunities to foster improved knowledge and skills as related to the SPARK curriculum</p> <p>Continue utilizing SPARK program in PE classes</p>	<p>2018-19: PE Department implemented SPARK curriculum</p>	<p>Site funds for collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>	<p>General Funds, .70 FTE Teacher and two part-time instructional aides</p>
<p>1.13</p> <p>SMART Goals</p> <p>All teachers will continue to utilize SMART goals and end results will be reported. Notes for meeting or exceeding goals will be notated. Goals not met will be notated along with support offered.</p>	<p>2018-19: Teachers collaborated on and wrote SMART goals based on assessment data</p>	<p>Site funds – dependent upon teacher’s goals</p>	<p>General fund cost of teaching; no additional costs</p>

Analysis

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

2018-19 Learning focus was on math pilot, co-teaching, maintenance of ASE program, Sanford Harmony/Morning Meeting implementation. There is a need to focus on math adoption and ELA moving forward.

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

ASE program effectively reduced reading group size; there is a need to apply ASE support where students/grade levels most need it in math and ELA.

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

There is no noted difference.

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.

In the Planned Improvements section for Goal #1, there is narrowed focus on math adoption, ELA curriculum research and adoption, PEPs, and new Specials scheme aligned with new bell schedule.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Silver Strand Elementary seeks to ensure effective communication systems between and among all shareholders. Such communication includes effective forms of communication between general education and special education classrooms and families and between the school and families and with the community.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports.	2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports. Back-to-School night will orient parents to classroom communications	Staff use Haiku inconsistently; however, teachers use other means of informing parents of resources, news, etc.
Parents will be exposed to new math curriculum and student supports at home	Parents will be familiar with Bridges Math Curriculum via Family Math Night/awareness opportunity	Pilot of new math curriculum was done in 3rd and 5th grades; full adoption to occur over next two years.
SSES will have parent data on preferred modes of communication for implementation 2020-21	New strategies for communication will be planned and/or implemented based on survey results.	Need to survey parents to determine preferred methods of communication
Number of meetings per year will be maintained as stated above P/T conference attendance will improve by .5%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by .75%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by 1%
Collaboration between SpEd and Gen Ed teachers will occur weekly	Co-teachers and gen ed/SpEd staff will have opportunities to plan together and review data, goals for IEPs	Collaboration time has been inconsistent

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 Educate parents concerning new curriculum and programs and make resources available to best equip	2018-19: PTO hosted Family Fun nights, including an author visit/Literary Bingo Night, but no other curriculum-based programs were offered.	Site funds and District PD funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>parents to support their child.</p> <p>Orient parents about NGSS and utilization of FOSS kits</p> <p>Share reading lists with parents</p> <p>Post digital scope and sequence online (per grade level)</p> <p>Share math resources at math based family fun nights and have available in the front office</p>			
<p>2.2</p> <p>Continue to host family events that support curricular areas</p> <p>Continue with Reading, Math or Science Nights in conjunction with PTO family nights.</p> <p>Continue to have band/choir concerts throughout the year combined with informational meetings for parents.</p>	<p>2018-19: Band and Choir performed at Artisan's Alley; Choir performed at Play on the Bay and Del and Loew's Holiday events.</p>	<p>District or PTO support for events and for possible child care</p>	<p>\$4900 CSF Funds for Band/Choir teachers</p>
<p>2.3</p> <p>Ensure that central resources are available to parents for informational purposes</p> <p>Utilize feedback from district surveys as to most widely used forms of communication and adapt ways to best communicate with parents accordingly.</p>	<p>2018-19: Weekly Principal Newsletter to families was initiated and made available to staff; InTouch System was used for drills and other important notifications.</p>	<p>Site and District general funds</p>	<p>Cost of annual subscription to newsletter format (\$30) and district funds for website and INTouch</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Centralize information on school website page and on teachers' Haiku pages</p> <p>Encourage information that is school wide be sent from the office; specific class information to come from teachers</p> <p>Provide reunification plan to all stakeholders</p> <p>Make sure staff receives comparable information that is sent out to parents</p> <p>Communication during emergencies – accurate and as timely as possible Utilize Robocall system</p>			
<p>2.4 Parent participation in School Site Council, Title I meetings, ELAC/DELAC, PTO, Local Military Planning Council, SPED, and Parent/Teacher Conferences</p> <p>Continue current practice Parent survey prior for increased parent input avenues</p>	<p>All committees met and School Site Council elections were held, with four meetings in the spring.</p>	None	No additional funds for meetings

Analysis

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

Regular weekly communications were established with families and increased communication about safety was implemented this year. There is a need to survey parents on preferred forms of communication.

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

Staff and family awareness of events and programs increased. There is a need to consolidate internal site coordination and communication of calendar events .

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

No notable difference

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.

The focus on communication will be determining effective paths of communication between teachers and parents to determine role of Haiku. An internal focus on collaboration can also be noted in the Planned Improvements section for Goal #2.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Use student data (MAP, CAASPP, DRA) to determine appropriate interventions and use of ASE resources.	Students in intervention groups in math and ELA will demonstrate progress toward grade level	MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 80% Year 3 of identified students
Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs	Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs	Teachers met monthly to recalibrate reading groups
Growth data will be evaluated each trimester in math (based upon MAP/MPG data results) and each semester in reading (based upon DRA2 reading assessment results).	Students will show growth toward grade-level benchmarks at each assessment cycle	Continuous support will be ongoing and will continue to be modified (as needed) based upon data and teacher feedback and ongoing needs.
Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.	Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows. Add 1-2 new clubs - Year 2 (as budget and staff time allows)	Three sessions of Enrichment Clubs were offered in addition to Band and Choir
P2 Attendance Rate will increase by .5% for all grade levels. Chronic Absenteeism Rate will decrease by 2% over 2015-16.	P2 Attendance Rate will increase by 1.0% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 3% over 2015-16.	P2 Attendance Rate at 96% in 2018-19

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>The percent of ELs making annual growth on CELDT will increase 2% over baseline.</p> <p>ELPAC growth rates to be determined.</p> <p>The Reclassification Rate: 55%</p>	<p>Full implementation year for ELPAC Assessment - the percent of ELs making annual growth according to ELPAC will increase based on initial ELPAC data.</p> <p>Reclassification Rate: TBD</p>	<p>The percent of ELs making annual growth according to ELPAC will increase based on previous year's ELPAC data.</p> <p>Reclassification Rate: TBD</p>
<p>Improved support systems and accountability systems will be fully implemented including tiered levels of support with staff and resources offered to families.</p>	<p>Same as previous year - additional support to be added (as needed)</p> <p>Program evaluation and modifications (as needed)</p>	<p>MTSS committee was established by Student Services and met monthly to establish supports. Work will continue next year.</p>

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>3.1</p> <p>Maintain before school supports. Continue to pursue additional after school homework support.</p> <p>Monitor usage of programs and adjust incentives for consistent use of programs (as needed)</p> <p>Explore possibility of after school homework club – CHS/NHS after school tutoring or tutor.com</p> <p>Expand opportunities with local colleges/universities for after school academic support</p>	<p>2018-19: Before-School Math Compass Learning implemented. After-school academic support not implemented.</p>	<p>DoDEA Project M3; available LCFF supplemental and/or site funds</p>	<p>.10 FTE: \$10,000</p>
<p>3.2</p> <p>Maintain weekly PLC/articulation meetings focused on instruction for teachers</p>	<p>2018-19: Articulation meetings were held monthly by grade level with reading intervention teachers</p>	<p>No funding required for this goal</p>	<p>No additional cost</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue with current practice	Specials schedule provided PLC time for grades K-5.		
<p>3.3</p> <p>Maintain supports and interventions for students (i.e. ASE, ELD, and social/emotional support groups)</p> <p>Select optimal resources for support usage with “at risk” and behaviorally “needy” students and implement programs (within constraints of funding limitations).</p> <p>Continue to build upon supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. Examples of such reciprocity include both SPED teachers and general education teachers participating in PLC meetings together and mutual consultations between SPED teachers and general education teachers prior to IEP meetings taking place.</p>	<p>2018-19: Co-teaching implemented in math and Language Arts across most grade levels.</p> <p>Support groups maintained by MFLC and Clinical Counselor</p> <p>Trainings in PBIS held for instructional aides.</p>	DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover if available	No additional cost
<p>3.4</p> <p>Continue to provide opportunities for enrichment clubs for students</p> <p>Measure success of parent and/or community involvement and brainstorm ways to encourage additional</p>	<p>2018-19: Three sessions of Enrichment clubs held this year</p> <p>Near-monthly PTO-sponsored family fun nights promoted</p> <p>parent/family involvement</p> <p>Dinner opportunity added to Spring Open House</p>	PTO or parent paid	PTO funds

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>support entities to participate in clubs</p> <p>Explore the idea of extending the duration of after school enrichment clubs</p> <p>Explore the possibility of offering robotics/coding throughout the year</p>			
<p>3.5</p> <p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <p>Continue with extra recess as attendance incentive</p> <p>Look into the possibility of offering one Saturday School session per semester</p> <p>Communicate to parents the “real” effects of continued student absences</p>	<p>2018-19: Attendance was monitored but incentives were not provided</p>	<p>Site or District funds</p>	
<p>3.6</p> <p>Continue to fully develop District and Site Safety Plans</p> <p>Key actions are dependent on feedback and outcome from previous years and district of site safety planning meetings.</p> <p>Determine need for additional supports which may be helpful or necessary.</p> <p>Investigate staff communication plan for</p>	<p>2018-19: Temporary Safety TOSA established, with increased safety communication and unannounced drills implemented. Safety Plan was updated.</p>	<p>Site funds</p>	<p>No additional cost</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>emergencies (i.e. text phone tree, district text messaging, communication with law enforcement)</p> <p>Continued district and site safety planning meetings.</p> <p>Safety plan supplies acquired</p>			
<p>3.7 English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready</p> <p>Same as previous year - additional support to be added (as needed)</p>	<p>2018-19: ELD supports offered to identified students, results TBD</p>	LCFF Supplemental	.20 FTE: \$20,000
<p>3.8 All students will be provided with social and emotional supports as needed via school clinical counselor, MFLC, or student behavioral support team.</p> <p>Establish/teach high classroom expectations at beginning of school year. Clinical counselor supports classroom teachers with this piece.</p> <p>Sanford Harmony program (including school wide goals) established at beginning of school year</p> <p>Clinical counselor and MFLC continue to lead and develop clubs to empower and unify</p>	<p>2018-19: Counseling and group supports maintained, bell schedule adjusted to provide 20 daily minutes for Sanford Harmony meet-ups Student Council elections held and monthly meetings maintained. Military supports through Anchored4Life, PALS and BIGs maintained. District-initiated MTSS committee meetings held monthly and work ongoing</p>	District funds, Dept. of Defense	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students (i.e. Leadership Academy, Student Council, Ambassador Club, Peace Patrol, WOW classes, Student Interest Clubs, Voyager Club, Mindfulness classes, Intensive Support classes, Restorative Circles, Operation PALS and BIGS, Military Kids Club, and Deployment Clubs.</p> <p>GREAT Program – 4th grade</p> <p>Anchored 4 Life - Transition and Resiliency Club</p> <p>Schoolwide PBIS – support and training for designated staff in areas of behavior management during unstructured times. PBIS tea provides leadership and planning for implementation of strategies to increase positive campus atmosphere and decrease problem behaviors.</p> <p>Support team will continue to meet to share information related to students’ wellbeing and needed support and accountability.</p> <p>Team members may be added if appropriate.</p> <p>Outside resources may be added if helpful.</p> <p>Group counseling and class interventions may be established to best support group needs.</p> <p>Individual counseling will be made available to</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
those who qualify for this level of support.			

Analysis

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

Most significant implementation was adding Sanford Harmony "meetup" time to the bell schedule and establishment of MTSS committee to work on supports/expectations. Other supports were maintained.

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

Our school is on a positive trajectory of implementation of positive supports and social-emotional learning.

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

No notable difference.

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.

In the Planned Improvements section for Goal #3 is a plan to continue work on MTSS and maintain our strong SEL supports.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	\$178,143.00	178,143.00
General Fund	\$35,443.00	35,443.00

School Site Council Membership

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

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

Name of Members	Role
Jennifer Moore	Principal
Renee Cavanaugh	Classroom Teacher
Coleen Holgate	Classroom Teacher
Jodi Judd	Classroom Teacher
Traci Orth	Other School Staff
Sarah Jackson	Parent or Community Member
Lori Blauert	Parent or Community Member
Leslie Broussard	Parent or Community Member
Robyn Fullmer	Classroom Teacher

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