

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Strand Elementary School	37 68031 6038087	5-6-20	TBD

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The three goals in the SPSA in the areas of Learning, Communication, and Support align with the Coronado Unified School District's Goals approved by the Governing Board, three LCAP Goals, LRP goals, and the LCAP Federal Addendum.

CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive.

Mission: 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.

Board 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 Goals:

Goal 1: Learning

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

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.

Goal 2: Communication:

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

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

Goal 3: Support

Maintain safe and supportive schools where students and staff thrive.

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	7
Resource Inequities	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	16
Overall Performance	17
Academic Performance	18
Academic Engagement.....	24
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	39
Goal 3.....	44
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff and students via Thoughtexchange, specifically this year related to health and wellness and college and career readiness.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The CUSD Certificated Evaluation Process requires: three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA) MAP, CAST, DRA, ReadWell Levels, Bridges Math Unit Assessments, and CAASPP

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Small math and reading intervention groups are recalibrated with DRA, MAP, ReadWell levels, and Bridges Math unit assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet highly qualified status

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Access to district and county professional development opportunities, both aligned with curriculum and interest based.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Time is allotted for Bridges Math preparation, collaboration, grade-level articulation, and individualized planning and data assessment.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

ToSAs in math, science, ELA/ELD, technology, VAPA, and program coordinator in SpEd offer support in curricular areas with professional development and trainings and resource support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Wednesday meeting rotations are provided for professional development and grade-level and SpEd and intervention teacher collaborations, as well as daily grade-level shared preparatory time.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum is vetted by SDCOE

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Schedule allows for 60 minutes of math and 90 minutes of English Language Arts daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our schedule allots time for individual and group (personalized education plan" (PEP) time, Bridges math Intervention for select students based on data, small leveled guided Reading groups and "double dips" for students in need of additional reading support

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

District recently adopted Bridges Math curriculum for TK-5 (implementation 2019-20) and Benchmark ELA curriculum (implementation 2020-21)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Bridges Math and Intervention in mathematics; Benchmark ELA materials to be implemented in 2020-21.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We provide small reading group rotations, PEP time in schedule for individualized support, and math intervention groups.

Evidence-based educational practices to raise student achievement

Small-group instruction, guided reading, number talks, inquiry-based learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School partnership with Everyone a Reader program provides trained volunteers to read 1:1 with students in need of additional reading support. School Parent Teacher Organization and Coronado Schools Foundation provide funding to support enrichment programs which would otherwise encumber the general funds available for intervention staff.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Title 1 funding is used to support two Reading Specialists who provide small-group guided reading support to students achieving below grade level. We conduct annual meetings with parents, teachers, and administrators to review spending and programs. A Title 1 letter is sent out annually and updates on programs are provided to the School Site Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funding provides Reading Specialist Support (1.6 FTE) and small-group reading support for students below grade level.

Fiscal support (EPC)

Title 1 Allocation of \$170, 960.00 is spent on salaries and benefits for 1.6 FTE Reading Specialists.

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 10/30/19, 3/6/19, 1/15/20, 2/12/20, and 5/6/20 to review site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 5/6/20 meeting. The Voyager Crew Council (leadership committee) met on 2/5/20 and all staff met at a staff meeting on 2/19/20 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 and Strategic Plan, last approved in May 2019. The three-year cycle format of the LCAP was translated and updated in the SPSA in Spring 2019.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no identified resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.35%	0.32%	1	1	1
African American	0.9%	1.41%	3.48%	3	4	11
Asian	1.5%	1.41%	0.63%	5	4	2
Filipino	1.8%	1.76%	1.58%	6	5	5
Hispanic/Latino	23.3%	17.61%	20.89%	78	50	66
Pacific Islander	0.6%	1.06%	0.32%	2	3	1
White	57.0%	61.97%	56.65%	191	176	179
Multiple/No Response	%	1.76%	2.53%		5	8
Total Enrollment				335	284	316

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	62	56	76
Grade 1	44	40	49
Grade 2	53	36	48
Grade3	47	51	47
Grade 4	69	41	51
Grade 5	60	60	45
Total Enrollment	335	284	316

Conclusions based on this data:

1. Enrollment dipped between 2016-17 and 2017-18 as Lincoln Military Housing Development vacated properties for renovation. As they opened up in 2018, enrollment increased to previous levels.
2. The number of students on inter-district transfers increased from 59 in 2016-17 to 76 in 2018-19, accounting for additional increase in enrollment.
3. Demographics have fluctuated between 55-60% white over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	20	12	12	6.0%	4.2%	3.8%
Fluent English Proficient (FEP)	26	18	12	7.8%	6.3%	3.8%
Reclassified Fluent English Proficient (RFEP)	4	2	4	40.0%	10.0%	33.3%

Conclusions based on this data:

1. SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	45	49	45	42	46	45	42	46	97.8	93.3	93.9
Grade 4	67	41	56	63	38	55	63	38	55	94	92.7	98.2
Grade 5	59	58	53	56	56	51	56	56	51	94.9	96.6	96.2
All Grades	172	144	158	164	136	152	164	136	152	95.3	94.4	96.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2474.	2474.	2474.	51.11	52.38	36.96	22.22	16.67	41.30	15.56	16.67	13.04	11.11	14.29	8.70
Grade 4	2487.	2525.	2499.	36.51	44.74	40.00	20.63	31.58	23.64	14.29	21.05	20.00	28.57	2.63	16.36
Grade 5	2554.	2546.	2584.	41.07	33.93	52.94	35.71	39.29	33.33	10.71	16.07	7.84	12.50	10.71	5.88
All Grades	N/A	N/A	N/A	42.07	42.65	43.42	26.22	30.15	32.24	13.41	17.65	13.82	18.29	9.56	10.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.89	45.24	45.65	31.11	38.10	43.48	20.00	16.67	10.87
Grade 4	33.33	44.74	38.18	44.44	52.63	43.64	22.22	2.63	18.18
Grade 5	41.07	35.71	60.78	44.64	48.21	35.29	14.29	16.07	3.92
All Grades	40.24	41.18	48.03	40.85	46.32	40.79	18.90	12.50	11.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.44	45.24	32.61	51.11	38.10	58.70	4.44	16.67	8.70
Grade 4	36.51	47.37	36.36	42.86	50.00	45.45	20.63	2.63	18.18
Grade 5	53.57	50.00	56.86	33.93	33.93	37.25	12.50	16.07	5.88
All Grades	44.51	47.79	42.11	42.07	39.71	46.71	13.41	12.50	11.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.11	26.19	21.74	60.00	66.67	65.22	8.89	7.14	13.04
Grade 4	25.40	28.95	21.82	57.14	71.05	61.82	17.46	0.00	16.36
Grade 5	37.50	28.57	37.25	58.93	60.71	58.82	3.57	10.71	3.92
All Grades	31.10	27.94	26.97	58.54	65.44	61.84	10.37	6.62	11.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.89	40.48	45.65	33.33	45.24	45.65	17.78	14.29	8.70
Grade 4	30.16	47.37	30.91	50.79	50.00	52.73	19.05	2.63	16.36
Grade 5	48.21	42.86	58.82	41.07	46.43	35.29	10.71	10.71	5.88
All Grades	41.46	43.38	44.74	42.68	47.06	44.74	15.85	9.56	10.53

Conclusions based on this data:

1. All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019.
2. 96% of 5th graders in 2019 were near, at or above standard in Reading.
3. Reading, Writing, and Research/Inquiry are strengths among subscores; Listening skills are a consistent relative area of growth

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	45	49	45	42	46	45	42	46	97.8	93.3	93.9
Grade 4	67	41	56	64	38	55	64	38	55	95.5	92.7	98.2
Grade 5	59	58	53	56	56	52	56	56	52	94.9	96.6	98.1
All Grades	172	144	158	165	136	153	165	136	153	95.9	94.4	96.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2464.	2449.	2450.	31.11	33.33	21.74	35.56	28.57	43.48	22.22	16.67	26.09	11.11	21.43	8.70
Grade 4	2505.	2518.	2498.	26.56	31.58	21.82	34.38	36.84	34.55	26.56	23.68	32.73	12.50	7.89	10.91
Grade 5	2550.	2545.	2581.	41.07	39.29	53.85	23.21	25.00	25.00	25.00	25.00	15.38	10.71	10.71	5.77
All Grades	N/A	N/A	N/A	32.73	35.29	32.68	30.91	29.41	33.99	24.85	22.06	24.84	11.52	13.24	8.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	40.48	41.30	40.00	33.33	36.96	20.00	26.19	21.74
Grade 4	45.31	42.11	43.64	34.38	42.11	32.73	20.31	15.79	23.64
Grade 5	48.21	46.43	63.46	32.14	35.71	26.92	19.64	17.86	9.62
All Grades	44.85	43.38	49.67	35.15	36.76	32.03	20.00	19.85	18.30

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.67	42.86	36.96	37.78	38.10	50.00	15.56	19.05	13.04
Grade 4	39.06	42.11	29.09	46.88	44.74	49.09	14.06	13.16	21.82
Grade 5	37.50	37.50	44.23	46.43	46.43	51.92	16.07	16.07	3.85
All Grades	40.61	40.44	36.60	44.24	43.38	50.33	15.15	16.18	13.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.22	40.48	23.91	42.22	38.10	63.04	15.56	21.43	13.04
Grade 4	37.50	42.11	30.91	46.88	50.00	47.27	15.63	7.89	21.82
Grade 5	37.50	35.71	53.85	42.86	48.21	36.54	19.64	16.07	9.62
All Grades	38.79	38.97	36.60	44.24	45.59	48.37	16.97	15.44	15.03

Conclusions based on this data:

1. 3rd and 5th grades increased scores over three years; 4th grade scores declined (3rd and 5th grade piloted curriculum in 2019)
2. Concepts and Procedures skills are a strength; Problem Solving and Modeling and Communicating Reasoning are relative areas of growth

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1		*		*		*		4
Grade 2	*	*	*	*	*	*	*	*
Grade 3		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							11	9

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
2	*	*		*		*	*	*	*	*
All Grades	*	*		*	*	*	*	*	11	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
2	*	*		*		*	*	*	*	*
All Grades	*	*		*		*	*	*	11	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	11	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	11	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*	11	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	11	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	11	*

Conclusions based on this data:

1. No reportable conclusions; insignificant statistical population

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
316	12.0	3.8	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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	3.8
Socioeconomically Disadvantaged	38	12.0
Students with Disabilities	27	8.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.5
American Indian	1	0.3
Asian	2	0.6
Filipino	5	1.6
Hispanic	66	20.9
Two or More Races	43	13.6
Pacific Islander	1	0.3
White	179	56.6

Conclusions based on this data:

1. A quarter of our student population comprises students who are economically disadvantaged, have disabilities, and/or are English Learners.
2. Our largest demographic subgroup are students who are Hispanic (21%)

School and Student Performance Data

Overall Performance

2019 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>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

- Students are continuing to achieve and improve in ELA (blue).
- Students are improving in mathematics, with room for improvement (green).
- Our chronic absenteeism and suspension rates warrant ongoing attention to maintain green levels.

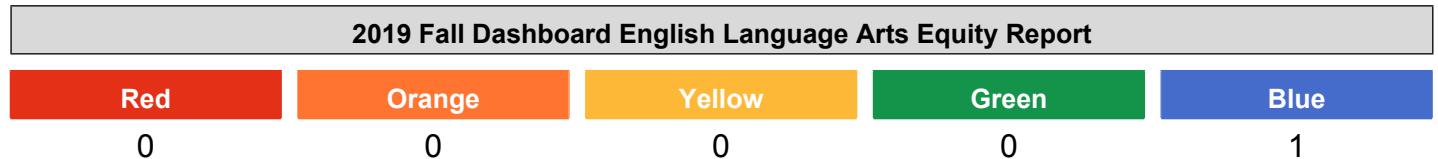
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 51.5 points above standard Maintained ++2.5 points 133	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 49.9 points above standard Declined -13.2 points 18	 No Performance Color 29.8 points below standard Declined -4.3 points 18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 27.4 points above standard Declined -5.2 points 34	 No Performance Color 39.6 points above standard Declined -13.1 points 19	 No Performance Color 0 Students	 Blue 63.2 points above standard Increased ++14.2 points 69

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 6	50.9 points above standard Increased ++7.3 points 122

Conclusions based on this data:

- Students with disabilities (18) declined 4.3 points in ELA, warranting attention; students who are socioeconomically disadvantaged declined by 13 points, warranting attention
- Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.
- 19 students representing two or more races declined 13 points, warranting attention.

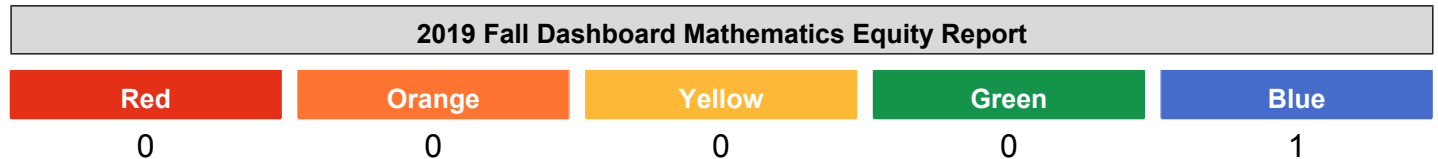
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Green</p> <p>30.5 points above standard</p> <p>Increased ++5.4 points</p> <p>133</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	Foster Youth
Homeless	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>6.2 points above standard</p> <p>Declined -13.9 points</p> <p>18</p>	Students with Disabilities  <p>No Performance Color</p> <p>44.1 points below standard</p> <p>Maintained ++1 points</p> <p>18</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian 	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color 9.6 points above standard Declined -11.7 points 34	Two or More Races  No Performance Color 37.4 points above standard Increased ++6.4 points 19	Pacific Islander 	White  Blue 37 points above standard Increased Significantly ++15.9 points 69

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 6	English Only 28.8 points above standard Increased ++9.4 points 122
---	---	--

Conclusions based on this data:

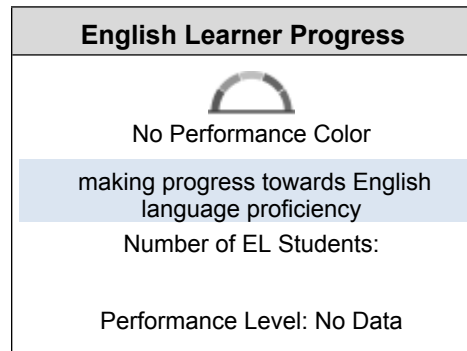
1. Students with disabilities increased scores by 1.
2. Hispanic students decreased scores by nearly 12 points, warranting attention.
3. Students reporting two or more races increased 6.4 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. No conclusions due to lack of significant statistical data.

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 3.3 Declined -0.6 361	 No Performance Color 15.4 Increased +15.4 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 6.7 Maintained +0.1 60	 Blue 0 Declined -1.8 34

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">0</div> 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Blue <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">1.2</div> Declined -0.6 83	Two or More Races  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">8.6</div> Increased +6.2 58	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">2.6</div> Declined -1.7 196

Conclusions based on this data:

1. Students with disabilities demonstrated increased attendance.
2. Students representing two or more races increased absenteeism.
3. Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. not applicable

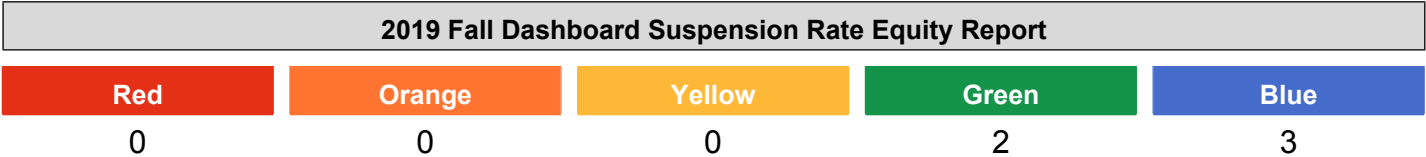
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<div> Green</div> <div>1.1</div> <div>Declined -0.5 369</div>	<div> No Performance Color</div> <div>7.7</div> <div>Increased +7.7 13</div>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<div> Blue</div> <div>0</div> <div>Declined -2.1 62</div>	<div> Blue</div> <div>0</div> <div>Declined -3.6 37</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 7.1 14	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Green 1.2 Declined -0.6 85	Two or More Races  Blue 0 Declined -2.4 61	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Green 1 Declined -0.5 199

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.1

Conclusions based on this data:

1. Suspensions have been limited to one to two per year and declined in all areas.
2. There is a need to monitor and track internal data on behaviors which do not result in suspension.
3. The school is undergoing an MTSS process which encourages alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learning

LEA/LCAP Goal

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

Goal 1

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.

Identified Need

Data in English Language Arts and Mathematics indicates a need to continue to provide support for students at their instructional level to achieve toward and beyond grade-level standards. We must maximize opportunities within our bell schedule and staffing to provide small-group and individualized instruction, intervention, and enrichment (Personalized Education Plan time, Academic Support and Enrichment groups, Specialized Academic Instructional services and co-teaching, and small group rotations with the classroom), with staffing by general education teachers, SpEd teachers and Instructional Assistants, and ASE teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21: Staffing and resource allocation: Maximize impact of ASE and Title 1 staffing to prioritize serving students achieving below grade level (current 2019-2020 staffing: 1.6 FTE Title 1 Reading Support; 1.9 FTE ASE Reading/Math/ELD) 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). 2018-19: Maintain 3.4 FTE of Academic Support and Enrichment teachers.	2019-20 staffing baseline is 1.6 FTE Title 1 Reading Support; 1.9 FTE ASE Reading/Math/ELD). Maintaining this level of FTE for ASE support will be dependent upon funding available, including grant allocations and general fund allowances.	Students demonstrating the lowest achievement in Reading and Math will have access to intervention resources commensurate with small-group support at instructional level and in some cases, additional instructional time in Reading and/or Math. FTE allocations maintained at current levels will provide support for approximately 20% of students at each grade level, with demonstrable individual progress toward grade-level standards expected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2020-21 COVID-19 Provisions: (measurable access to distance learning resources): All families will have efficient remote access to curricular resources (including direct instruction/guidance) in each subject area with weekly feedback on specified student assignments, weekly teacher availability to individual students and families, and progress report narratives indicating growth in subject areas.</p> <p>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.</p> <p>2018-19 (district goal): 100% of identified teachers will begin with exploration of Haiku. Each identified teacher will begin utilizing Haiku (minimum of three uses).</p>	<p>CUSD launched Distance Learning initiatives on April 6, 2020 with phasing in of assessment/progress reporting on April 27. All teachers are using online platforms to provide students with resources, instruction, and feedback. Families have been provided with access to internet and devices.</p>	<p>All students will demonstrate ability and support to access resources and instruction and submit activities for review and feedback. All teachers will have mechanisms by which to measure student growth in all areas.</p>
<p>2019-20: CAASPP ELA Average all grades: No statewide testing</p> <p>2018-19: CAASPP ELA Average all grades: 76%/Data indicates that students with disabilities, students socioeconomically disadvantaged, and students who are Hispanic declined in scores. Listening skills are an area of relative growth overall.</p> <p>2017-18: CAASPP ELA Average all grades: 73% student performance rate</p>	<p>2019-20: No statewide testing</p> <p>2018-19: CAASPP ELA Average all grades: 73% student performance rate</p> <p>All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019. 96% of 5th graders in 2019 were near, at or above standard in Reading. Reading, Writing, and Research/Inquiry are strengths among subscores; Listening skills are a consistent relative area of growth</p>	<p>SSES will continue to provide small-group and/or additional intervention support for students below grade level at each grade level using ASE, Title1, and SpEd staffing. Students most in need of support overall will be provided with most intensive services to support growth toward standards. Listening skills growth will be a schoolwide area of focus. All teachers will be trained on Benchmark curriculum with monthly planning time provided, and first year of implementation to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with disabilities (18) declined 4.3 points in ELA, warranting attention. students who are socioeconomically disadvantaged declined by 13 points, warranting attention. Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.</p> <p>19 students representing two or more races declined 13 points, warranting attention. Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.</p> <p>19 students representing two or more races declined 13 points, warranting attention.</p>	<p>occur 20-21. Goal to increase ELA all grades to 78%.</p>
<p>2019-20: CAASPP Math Average all grades: No statewide testing</p> <p>2018-19 CAASPP Math Average all grades: 67%/Growth seen at grade levels which piloted Bridges curriculum. Problem Solving, Modeling, and Communicating Reasoning are areas of relative growth overall.</p> <p>2017-18 CAASPP Math Average all grades: 65% student performance rate</p>	<p>2019-20: No statewide testing</p> <p>2018-19 CAASPP Math Average all grades: 67% student performance rate</p> <p>3rd and 5th grades increased scores over three years; 4th grade scores declined (3rd and 5th grade piloted curriculum in 2019)</p> <p>Concepts and Procedures skills are a strength; Problem Solving and Modeling and Communicating Reasoning are relative areas of growth</p> <p>Students with disabilities increased scores by 1.</p> <p>Hispanic students decreased scores by nearly 12 points, warranting attention.</p> <p>Students reporting two or more races increased 6.4 points.</p>	<p>SSES will fully implement Bridges curriculum and Home Connections in 20-21 school year and maximize use of online portals if distance learning extends. Problem Solving, Modeling, and Communicating Reasoning will be schoolwide areas of focus. Goal to increase Math all grades to 69%.</p>
<p>All teachers will participate in first-year implementation of Benchmark ELA curriculum.</p>	<p>2019-20: District has adopted Benchmark Advance ELA curriculum for all grade levels with training scheduled for the summer. Discussions beginning regarding reading</p>	<p>All teachers will implement Benchmark curriculum according to first-year implementation expectations and special education</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	curriculum for students with disabilities.	resources for ELA will be identified and implemented.
2020-21: Special Education Services: Provide a continuum of services to meet placement and academic needs of individual students; provide adequate co-teaching time and collaboration time for co-teachers; provide additional intervention support in math and reading for students most below grade level.	2019-20: Most students with SpEd services have access to small reading groups with SpEd teacher all days except Wednesdays; are included in gen ed for remaining instructional time. Most students receive math support via co-teaching and some goal SAI time. ELA: Students with disabilities (18) declined 4.3 points in ELA, warranting attention. students who are socioeconomically disadvantaged declined by 13 points, warranting attention	Additional small-group reading and math support provided for students with IEPs most below grade level. Increase in co-teaching time or math services and regular collaboration time scheduled for math co-teachers. A continuum of placement options provided for students struggling in the gen ed environment or with grade-level curriculum.
20119-20: No statewide testing 2018-19: 71% of 5th grade students met or exceeded the standards on the CAST Science Test. Earth and Space Sciences were a relative strength, and Life Sciences a relative area of growth.	2018-19 baseline: 71%.	Gradewide discussion on implementation of Foss units and exploration of CAST questions with potential focus on Life Science at grade levels. Goal to increase performance to 73%
2020-21: CELDT and ELPAC testing and continued targeted supports of students through staffing and ELD resources in Benchmark curriculum. 2019-20: No statistically significant data; too few students (SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19) 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	2019-20: No statistically significant data; too few students (SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19)	Implementation of ELD supports (small-group and use of curriculum resources) and demonstration of individual growth/reclassification

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
to be determined. The Reclassification Rate: 55%		
<p>2020-21: Bell schedule: All students will have weekly access to VAPA and Innovation Lab curriculum (Project Lead the Way)</p> <p>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</p> <p>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.</p>	<p>2019-20: All students experienced two 50-minute lessons in either VAPA or Innovation Lab per semester.</p>	<p>VAPA and Innovation Lab to be funded (CSF and/or general fund) and implementation of Project Lead the Way to continue.</p>
<p>2020-21: Staff survey on Professional Development: Staff will have access to and express average satisfaction with high-quality professional development opportunities (including individualized/choice provided by site and district and aligned with site goals and staff interest/need. Planning time for Year 1 of Benchmark intervention and Year 2 of Bridges Math to be prioritized.</p>	<p>Teachers express need for ongoing monthly planning time for implementation of new curricula. Teachers appreciate "Team" release time on site.</p>	<p>Staff will have access to and express average satisfaction with high-quality professional development opportunities (including individualized/choice provided by site and district and aligned with site goals and staff interest/need. Planning time for Year 1 of Benchmark intervention and Year 2 of Bridges Math to be prioritized (measured via survey). Appropriate platforms, technologies, and trainings to be provided to all teachers in the event distance learning is extended.</p>
<p>2020-21: Fitness Testing via FitnessGram in 5th Grade</p> <p>2019-20: No fitness data</p> <p>2018-19 Data: Total number of students tested 52</p> <p>Total number of students passed 6 out 6 – 38.5%</p>	<p>2019-20: Students' time in PE reduced from 150 minutes per week to 130; no fitness data</p> <p>2018-19 Data: Total number of students tested 52</p> <p>Total number of students passed 6 out 6 – 38.5%</p>	<p>2020-21: Maintain minimum of 120 minutes of PE weekly. Increase total number of students passing FitnessGram to 75%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total number of students passed 5 out 6 – 73.1% Total number of students passed 38 out 52 - 73%	Total number of students passed 5 out 6 – 73.1% Total number of students passed 38 out 52 - 73%	
2020-21: Diagnostic assessments in ELA and Math: Assess students' present levels in Fall 2020 given spring distance learning implementation and lack of statewide and site testing results.	Spring 2020: No spring statewide testing in ELA, math, science, nor site MAP, DRA or ReadWell assessments	Determine and implement appropriate diagnostic testing for students in fall 2020 to determine students most in need of intervention and support. Implement mechanisms for intervention and support. Chart growth over course of the year with goal to meet ELA, Math, and Science statewide testing goals, as well as to track ongoing individual progress toward grade level standards.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1.1: SSES will provide standards-aligned core curriculum, high-quality instruction, and assessments to in preparation for all students to graduate college and career ready.

- -Implement Year 2 of Bridges Math Curriculum, with a focus on Number Corner, assessments, data analysis, and intervention groups, with planning time.
- -Implement Year of 1 Benchmark ELA Curriculum, with training, coaching, and planning time.
- -Provide continued support for implementation of Lucy Calkins Writing Curriculum, integrating Benchmark ELA Curriculum where appropriate
- -Continue implementation of Foss Science curriculum
- -Implement Year 3 of Arts4Learning DoDEA Grant and VAPA Curriculum
- -Continue implementation of SPARK curriculum for PE, with training for new staff
- -Implement Year 2 of Project Lead the Way Curriculum in Innovation Lab

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
DoDEA Grant(s), Coronado Schools Foundation
Block Grant, LCFF supplemental,
Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions

- -District/staff will develop and all students will have a grade-appropriate PEP document for recording evolving goals, interests, and achievements
- -Students most below grade level in reading and math will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas
- -Bell schedule will accommodate need for small-group rotations and interventions as well as PEP time within classrooms for extension and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Title 1, DoDEA Grant Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students receiving services under Special Education

Strategy/Activity

1.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching)
- -Provide additional intervention support in math and reading for students most below grade level.
- -Develop bell schedule to maximize student access to resources and staff efficacy.

- -Provide trainings for Certificated and Classified Staff in best practices in instruction and behavior support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 SSES will provide meaningful and effective curriculum, instruction, and assessments in the event that distance learning is extended into SY 2020-21

- -District will identify most appropriate and effective online platforms for delivery of curriculum, instruction, and assessments.
- -All families will have efficient remote access to curricular resources (including direct instruction/guidance) in each subject area
- -Assessment systems will be developed to reflect standards taught and practiced and student progress
- -Students with disabilities will have access to supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Baselines above describe current implementation. New ELA curriculum to be implemented this year and implementation of Year 2 of Bridges Math to continue in 2020-21.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of intervention groups is dependent upon grant and Title 1 Funds as well as general fund allocations. Scheduling and staffing in Special Education is dependent upon IEP services stipulated and funding available above caseload averages.

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.

Many strategies may be impacted by extension of Covid-19-related closures and changes to school calendar, bell schedule, and student access to direct instruction. Potential for changes is reflected in distance learning goals and strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication

LEA/LCAP Goal

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

Goal 2

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

Identified Need

Family and community shareholders need access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students. Staff members need access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21: COVID-19 Provisions: Distance Learning (measurable access to distance learning resources via survey/logins/activity): All families will have efficient remote access to curricular resources (including direct instruction/guidance) in each subject area with weekly feedback on specified student assignments, weekly teacher availability to individual students and families, and progress report narratives indicating growth in subject areas. 2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments	Teachers currently using array of platforms including GoogleClassroom, PowerSchool, SeeSaw, Freckle, etc. Report Cards recorded in Synergy. Website has outdated information in some areas.	2020-21: All families will demonstrate efficient remote access to curricular resources (including direct instruction/guidance) in each subject area with weekly feedback on specified student assignments, weekly teacher availability to individual students and families, and progress reports indicating achievement in subject areas. Website will reflect current and updated information. 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-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and requirements, and progress reports.		School night will orient parents to classroom communications.
2020-21: Weekly communications from SSES Administration to Families and Staff reflecting needs stated above.	Weekly communications from SSES Administration to Families and Staff	2020-21: Weekly communications from SSES Administration to Families and Staff, aligned with District Communications and reflecting needs stated above.
2020-21: Parent/Family/Community and Staff Member Participation in volunteering and school committees such as School Site Council, PTO, Title 1, and Family Fun and Back-to-School and Open House events.	School Site Council convened regularly and included 10 or more participants. PTO meeting participation increased from SY 2019-20 Enthusiastic participation in Back-to-School and Open House events, including family dinner and scavenger hunt opportunities	2020-21: Continue current rates of attendance and participation in volunteering, school committees, and events.
2020-21: Frequency of collaboration between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among whole staff.	Weekly PD meeting rotations facilitated monthly collaborations as whole staff, and between grade levels and intervention staff. Establishment of monthly Voyager Crew Council Meetings and continued monthly ACT Rep/Principal Meetings Bell Schedule facilitated daily grade-level collaborations when needed. Bell Schedule created challenges for regular collaboration between grade-level general education teachers and Special Education Teachers, which sometimes occurred after hours for pay.	2020-21: Monthly all-staff and grade-level articulation meetings. Implementation of increased gen ed/SpEd collaboration (weekly)
2020-21: Efficiency and effectiveness of communication of safety and security concerns	Practice use of In-Touch system to inform families during safety drills. District ongoing development of communication guide and templates.	2020-21: Regular implementation of InTouch System for efficient communication to families regarding safety and security and practice using district-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		developed communications. Training for Office Staff in swift and efficient communication
2020-21: Evidence of collaboration between local organizations and SSES which benefit students and enrich community.	Collaborations include: Coronado SAFE classroom and campus programs, Everyone a Reader daily volunteers, Coronado Public Library partnerships, Coronado Optimist Club, Lions Club and MOAA recognitions, Police and Fire educational programs, Military supports including MFLC, LPL, BIGS and PALS, Lamb's Players, Zoo and Humane Society educational programs, and more.	2020-21: Maintenance and growth of meaningful and effective partnerships which benefit students and enrich community.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.1

Family and community shareholders will have access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students.

- -Weekly Smore newsletters to staff and families which includes information about new curricula and programs
- -Regular progress reporting
- -School Website information updated regularly
- -Encouraged participation in School Committees: SSC, PTO, Title 1
- -Encourage parent and community volunteering
- -Continue hosting monthly family-friendly events in conjunction with PTO and local organizations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site funds and District PD funds, PTO

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2

Staff members will have access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

- -Weekly Staff Bulletin
- -Outlook Calendar Invites
- -Midweek Email Updates
- -Monthly All-Staff Meetings
- -Monthly Voyager Crew Council meetings
- -Monthly ACT Rep/Principal Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Participation in events and parent communication and inquiries suggests that communication and information systems are effective and consistent.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

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.

Remote communication will become more essential should distance learning extend into SY 2020-21. Provisions are included in Goal Area 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

Identified Need

All students need safe and clean facilities and access to FAPE and intervention supports. Staff need safe and clean facilities and a supportive and professional working environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21: Evidence of secure, safe, and clean school facilities; published and approved safety plan; emergency supplies in each classroom; monthly safety drills; efficient communication plans, systems, and templates; proper supervision of students throughout the school day and entering and exiting campus; safe traffic, dropoff and dismissal procedures, including crossing guards; and coordination with district, military, and police and fire agencies.	2019-20 <ul style="list-style-type: none">-Secure, safe, and clean school facilities: concerns of students eloping through gates-published and approved safety plan-need for updated emergency supplies in each classroom-monthly safety drills-ongoing development of efficient communication plans, systems, and templates-proper supervision of students throughout the school day and entering and exiting campus-safe traffic, dropoff and dismissal	2020-21: Evidence of secure, safe, and clean school facilities; published and approved safety plan; emergency supplies in each classroom; monthly safety drills; efficient communication plans, systems, and templates; proper supervision of students throughout the school day and entering and exiting campus; safe traffic, dropoff and dismissal procedures, including crossing guards; and coordination with district, military, and police and fire agencies.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>procedures, including crossing guards.</p> <ul style="list-style-type: none"> -ongoing coordination with district military, and police and fire agencies 	
<p>COVID-19 PROVISIONS: Evidence of plans for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.</p>	<p>Spring 2020: Developing plans for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.</p>	<p>2020-21: COVID-19 PROVISIONS: Evidence of plans for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.</p>
<p>2020-21: Use of appropriate student data to determine interventions and use of ASE resources in reading and math, prioritizing students most below grade level and calibrating monthly at grade levels and across programs.</p>	<p>2019-20: Students identified at each grade level by percentage or number per class for ASE/Intervention services. Monthly ASE and grade-level articulations to recalibrate small groups in reading and math. MAP/MPG and DRA2 or RW baseline scores used to determine student progress in reading/Benchmark unit assessments for math.</p>	<p>2020-21: Identification and implementation of appropriate student data to prioritize students for intervention groups in reading and math. Students in intervention groups in math and ELA will demonstrate individual progress toward meeting standards at grade level.</p>
<p>2020-21: Implementation of ELD staffing and supports (small-group and use of curriculum resources)</p> <p>2019-20: Statistically insignificant data</p> <p>2018-19: 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>2019-20: Statistically insignificant data</p> <p>2018-19: SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19.</p>	<p>2020-21: Continued Implementation of ELD supports (small-group and use of curriculum resources) and demonstration of individual growth/reclassification</p>
<p>2020-21: Maintenance of or increase in available counseling services provided</p>	<p>2019-20:</p> <ul style="list-style-type: none"> -.50 FTE Clinical Counselor 	<p>2020-21: Maintenance of or increase in available counseling services provided</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
by district and through partnership with military (MFLC)	<ul style="list-style-type: none"> • -.125 Educationally-Related Mental Health Counselor • -Full-time MFLC provided through Military Partnership 	by district and through partnership with military (MFLC) <ul style="list-style-type: none"> • -.50 FTE Clinical Counselor • -.25 Educationally-Related Mental Health Counselor • -Full-time MFLC provided through Military Partnership
2020-21: Special Education Services: Provide a continuum of services to meet placement and academic needs of individual students; provide adequate co-teaching time and collaboration time for co-teachers; provide additional intervention support in math and reading for students most below grade level.	2019-20: Most students with SpEd services have access to small reading groups with SpEd teacher all days except Wednesdays; are included in gen ed for remaining instructional time. Most students receive math support via co-teaching and some goal SAI time. Additional small-group reading and math support provided for students with IEPs most below grade level. Increase in co-teaching time or math services and regular collaboration time scheduled for math co-teachers. A continuum of placement options provided for students struggling in the gen ed environment or with grade-level curriculum. ELA: Students with disabilities (18) declined 4.3 points in ELA, warranting attention. students who are socioeconomically disadvantaged declined by 13 points, warranting attention	2020-21: Progress on Multi-Tiered Systems of Support and Implementation of SEL/behavior data and decrease in reported behaviors: Implementation of Schoolwide and Classroom Agreements, Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners. Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development.
2020-21: California Healthy Kids Survey Findings and Progress on Multi-Tiered Systems of Support and Implementation of SEL/behavior data and decrease in reported behaviors: Implementation of	2019-20: 2nd Year of MTSS Committee Work: Schoolwide Agreements established, flowcharts and schoolwide messaging in development, draft Intervention Communication Forms. Implementation of three	California Healthy Kids Survey Findings and Evidence of Implementation of Schoolwide and Classroom Agreements, use of flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoolwide and Classroom Agreements, Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners. Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development. Maintain student involvement in school activities, mentorship, and planning (Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)	Sanford Harmony lessons per grade level per year, morning meetings. Student Council disbanded in 2019-20 but student involvement expanded to include buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)	messaging/banners. Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development. Professional development implemented on PBIS/other. Evidence of decreased behavior reporting over course of the school year. Maintained student involvement in school activities, mentorship, and planning (Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)
2020-21: Improvement in Chronic Absenteeism Rate 2019-20: data unavailable 2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism. Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention.	2019-20: Data unavailable 2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism. Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention.	2020-21: Chronic Absenteeism rates will improve in subgroups and P2 attendance will show .50 improvement from 2019-20 levels. Continue practice inaugurated in 2018-19 of annual Saturday School opportunity.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SSES will maintain safe and clean facilities and communications regarding emergency drills and protocols

- -published and approved safety plan

- -emergency supplies in each classroom
- -monthly safety drills
- -efficient communication plans, systems, and templates
- -proper supervision of students throughout the school day and entering and exiting campus
- -safe traffic, dropoff and dismissal procedures, including crossing guards
- -coordination with district, military, and police and fire agencies.

SSES will make provisions for COVID-19

- -plan for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

general Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions

- -District/staff will develop and all students will have a grade-appropriate PEP document for recording evolving goals, interests, and achievements
- -Students most below grade level in reading and math will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas
- -Students eligible for ELL instruction will be supported with targeted instruction
- -Bell schedule will accommodate need for small-group rotations and interventions as well as PEP time within classrooms for extension and intervention.

COVID-19 Provisions:

SSES will provide meaningful and effective curriculum, instruction, and assessments in the event that distance learning is extended into SY 2020-21

- -District will identify most appropriate and effective online platforms for delivery of curriculum, instruction, and assessments.
- -All families will have efficient remote access to curricular resources (including direct instruction/guidance) in each subject area
- -Assessment systems will be developed to reflect standards taught and practiced and student progress

- -Students with disabilities will have access to supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students receiving services under Special Education

Strategy/Activity

3.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching)
- -Provide additional intervention support in math and reading for students most below grade level.
- -Develop bell schedule to maximize student access to resources and staff efficacy.
- -Provide trainings for Certificated and Classified Staff in best practices in instruction and behavior support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.4 SSES will continue progress on Multi-Tiered Systems of Support and Implementation of SEL

- - Implementation of Schoolwide and Classroom Agreements
- -Continue development of Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners.
- -Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development.
- -maintain or increase current level of counseling FTE and partnership with military
- -collaborate to maintain and increase student involvement in school activities, mentorship, and planning (Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Sanford Harmony, Department of Defense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.5 SSES will monitor and support consistent attendance, with provisions for individual and public health and wellness

- encourage parent and family communication
- provide counseling supports
- provide Saturday School opportunity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site or District funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their families) are safe, and supported with SEL, counseling, and material/technological resources.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Emergency funds may assist with contingent plans.

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.

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their

families) are safe, and supported with SEL, counseling, and material/technological resources. Changes are reflected throughout SPSA Goals in "COVID-19 Provisions" sections.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

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

Name of Members	Role
Jennifer Moore	Principal
Renee Cavanaugh	Classroom Teacher
Robyn Fullmer	Classroom Teacher
Jodi Judd	Classroom Teacher
Kimberley Junk	Other School Staff
Julie Ducharme	Parent or Community Member
Lori Blauert	Parent or Community Member
Courtney Taft	Parent or Community Member
Kristina Miller	Classroom Teacher
Carrie Wahamaki	Parent or Community Member

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
------------------	---

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-6-20.

Attested:



Principal, Jennifer Moore on 5-6-20