School Year: **2020-21**

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
Los Penasquitos Elementary School	37682966070841	November 16, 2020	January 14, 2021

School Vision and Mission

Los Peñasquitos Elementary School is proud to be the flagship of a network of schools across the country called, No Excuses University Schools (NEU). Our philosophy and school culture are grounded on one pledge and one goal.
·   We are committed to creating a school that knows no limits to the academic success of each student.
·   Every student without exception and without excuse will be proficient in reading, language arts, and math. as a school community believe in systemic practices to ensure this work. Our practices are continually challenged and upgraded every year. The bulk of our work is focused around six core exceptional systems. These systems are, a *Culture of Universal Achievement*, *Collaboration*, *Standards Alignment*, a formal *Assessment* plan, *Data Analysis*, and a system of *Intervention*. The work toward our exceptional systems dovetails and overlaps with the Poway Unified School District LCAP goals and core values. The content included in this resource will provide evidence of the district initiatives through our site work. The Los Peñasquitos NEU Endorsement details the processes. The Endorsement can be found on our school website.
Poway Unified School District goals are implemented through the following district core values, which can be found throughout the initiatives and practices of Los Peñasquitos staff members.
·   *All Students Learning*
·   *Parents as Partners*
·   *Competent and Caring Staff*
·   *Staff Participation in Decision Making*
·   *Safe, Orderly, and Attractive Environment*
·   *Effective Management of Resources*
·   *Excellence in All We Do*

School Profile

Los Peñasquitos Elementary School is one of twenty-five elementary schools in the Poway Unified School District, and is proud to be celebrating its 49th year of enriching student lives. It is located in Rancho Peñasquitos, serving 535 students in grades transitional kindergarten through five. Our students are representative of our diverse community. Thirty-eight languages are spoken, 32% of the students are English Language Learners, and 43% receive free or reduced-price lunches. Our school community includes low income housing, middle, and upper middleclass homes. We value our economic and cultural diversity and consider it a strength. Parents are welcome at Los Peñasquitos and are important partners. They serve on the school site council, are PTA leaders, help organize school wide events, and provide the nucleus of our volunteer organization. Staff dedication, collaboration, and commitment are exemplary, taking one step after another, always keeping a positive, hopeful attitude, and always expecting success. Students, families, and staff must work together in this initiative. We at Los Pen are driven by the belief that all students can achieve high academic standards, and it is our responsibility to make it happen.

The words, "We are committed to creating a school that knows no limits to the academic success of each student" act as our daily pledge. Los Peñasquitos students achieve well above national averages, and test scores reflect continuing and significant gains in student achievement. This commitment to excellence is demonstrated on the Dashboard of the California Assessment of Student Performance and Progress (CAASPP).   Based on 2019 CAASP results English Language Arts and Math are in the blue (very high) portion of the Dashboard and eighty-two percent of our students meet or exceed the standard in English Language Arts and seventy percent meet or exceed the standard in Math. Los Peñasquitos has won numerous awards including the National Blue Ribbon School Award, the California Distinguished School Award, the California Gold Ribbon Award, and the Title One Academic Achievement Award. Los Pen is the flagship of a network of more than 215 schools across the country that share the No Excuses University culture of universal achievement and exceptional systems.

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

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 purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process to coordinate all educational services at the school. Los Peñasquitos believes in systemic practices to effectively meet the requirements of the Every Student Succeeds Act (ESSA). Our practices are continually challenged and upgraded every year. The bulk of our work is focused around six core exceptional systems. These systems are a **Culture of Universal Achievement**, **Collaboration**, **Standards Alignment**, a formal **Assessment** plan, **a Comprehensive Analysis of Data**, and a system of **Intervention.**

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 SPSA is reviewed with the faculty, staff, the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Input is sought from all groups. Standardized test results are reviewed with faculty and staff at the end of the school year and again as the new year begins. The same data is shared at SSC and ELAC meetings. This data is used to determine if the school goals are being met. Additional data that may be reviewed includes parent and student surveys, California Healthy Kids Survey, and the Poway Unified Thought Exchange Survey. Due to COVID-19 restrictions, Los Peñasquitos has been creative in reaching out to stakeholders via virtual meetings and input gathering sessions,

Comprehensive Needs Assessment

Explain how the site conducted the Needs Assessment

Data Analysis is one of Los Pen's Exceptional Systems and a component done in an exemplary fashion. Three times a year a formal assessment articulation is conducted with each grade level for a period of a minimum of two hours. The assessments reviewed may include Measures of Academic Progress (MAP) scores, California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessment for California (ELPAC), and also site based assessments such as math basic skills, oral reading fluency, and on demand writing. The data from each student is discussed along with trends and next steps. Initiatives and processes are implemented to support the needs of our students. Each grade level looks for trends and next steps to support student achievement. If data is available, at the School Site Council meeting in May, end of year data is reviewed to assess next steps. When school resumes in August, as a staff we identify areas of next steps and initiatives to embark upon for the upcoming school year. This year this analysis will include i-Ready as a new district level assessment and intervention tool.

What are the results of the Needs Assessments?

Because of the physical closure of school in March 2020 due to COVID-19, typical end of year annual testing and data collection were unable to be conducted. Thus data from the 2018-2019 Californian Assessment of Student Performance and Progress (CAASPP) and winter Measure of Academic Performance (MAP) will be utilized to identify needs.

The evidence, from the 2018-2019 school year, includes highlights in the following areas, which translate to areas of need:
- The 2018-2019 CAASPP Data results demonstrate a decrease in the overall performance of 3rd -5th grade students on the state assessment in the area of Math (from previous year)
- Results demonstrate a one percent increase in the overall performance of 3rd-5th grade students on the state assessment in the area of English Language Arts (from previous year)
- Students included in the intervention program demonstrate a higher level of growth in one or more of the areas of Language, Math, and Reading as determined by the Measures of Academic Progress (MAP) assessment

What conclusions can be drawn from the Needs Assessment?

In reviewing the evidence, from the 2018-2019 school year, we have collectively determined the following:

•Close monitoring of growth in all grade levels in Math, Language Arts, and Reading

•Focus on Math achievement and growth

•Additional support needed in Math

•Maintain social emotional support for students and families

•Focused and targeted intervention has demonstrated positive growth

In addition to the above past assessments, review of 2020 Winter Maps Assessment and 2020 Fall i-Ready Assessment have been reviewed. Strategies throughout the listed goals include activities to address both the former and current reflected needs.

School and Student Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
American Indian	%	%	0%			0
African American	6.04%	5.44%	6.36%	32	29	34
Asian	15.47%	19.51%	21.68%	82	104	116
Filipino	13.58%	11.44%	7.66%	72	61	41
Hispanic/Latino	23.02%	20.26%	19.07%	122	108	102
Pacific Islander	0.19%	0.19%	0%	1	1	0
White	31.13%	31.71%	30.84%	165	169	165
Two or More Responses	9.62%	10.13%	12.71%	51	54	68
Not Reported	0.94%	1.31%	1.68%	5	7	9
			Total Enrollment	530	533	535

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	17-18	**18-19**	**19-20**
Kindergarten	99	103	102
Grade 1	78	78	77
Grade 2	80	78	80
Grade3	79	78	78
Grade 4	97	97	96
Grade 5	97	99	102
Total Enrollment	530	533	535

Conclusions based on this data:

1. The enrollment at Los Peñasquitos Elementary School continues to remain consistent. The diversity has also been consistent through the years.

2. Los Peñasquitos has maintained enrollment in most grade levels. Often, students arriving throughout the year in TK-3rd grade may be placed in a neighboring school, due to capacity levels in those grade levels.

3. The Los Peñasquitos Academy program, a choice program is open to all district students. The 20/21 school year will be the last year of the Academy program and includes 5th grade only. .
Typically the number of Academy students from outside of Los Peñasquitos attendance boundary is determined by current Los Peñasquitos enrollment numbers.

School and Student Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	155	157	134	29.2%	29.5%	25.0%
Fluent English Proficient (FEP)	56	48	67	10.6%	9.0%	12.5%
Reclassified Fluent English Proficient	11	10	29	7.0%	6.5%	18.5%

Conclusions based on this data:

1. The diversity in student enrollment at Los Peñasquitos is modeled through our English Learners population. There is a continued need to support these learners and collaborate with staff. As shown in the data above, students identified as English Learners continue to achieve and meet reclassification status.

Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	87	76	78	86	74	77	86	74	77	98.9	97.4	98.7
Grade 4	103	96	95	99	96	94	99	96	94	96.1	100	98.9
Grade 5	101	95	95	98	94	95	98	94	95	97	98.9	100
All	291	267	268	283	264	266	283	264	266	97.3	98.9	99.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2496.	2500.	2484.	55.81	63.51	58.44	24.42	18.92	14.29	12.79	6.76	14.29	6.98	10.81	12.99
Grade 4	2538.	2558.	2554.	62.63	67.71	65.96	15.15	14.58	19.15	12.12	9.38	10.64	10.10	8.33	4.26
Grade 5	2572.	2563.	2593.	56.12	51.06	61.05	21.43	28.72	25.26	10.20	8.51	6.32	12.24	11.70	7.37
All Grades	N/A	N/A	N/A	58.30	60.61	62.03	20.14	20.83	19.92	11.66	8.33	10.15	9.89	10.23	7.89

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	52.33	59.46	55.84	33.72	28.38	29.87	13.95	12.16	14.29
Grade 4	46.46	57.29	56.38	39.39	32.29	38.30	14.14	10.42	5.32
Grade 5	48.98	48.94	57.89	32.65	37.23	34.74	18.37	13.83	7.37
All Grades	49.12	54.92	56.77	35.34	32.95	34.59	15.55	12.12	8.65

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	58.14	54.05	35.06	34.88	35.14	48.05	6.98	10.81	16.88
Grade 4	55.56	61.46	48.94	33.33	32.29	47.87	11.11	6.25	3.19
Grade 5	68.37	56.38	66.32	18.37	31.91	26.32	13.27	11.70	7.37
All Grades	60.78	57.58	51.13	28.62	32.95	40.23	10.60	9.47	8.65

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	37.21	47.30	42.86	56.98	47.30	48.05	5.81	5.41	9.09
Grade 4	43.43	48.96	50.00	47.47	42.71	41.49	9.09	8.33	8.51
Grade 5	44.90	29.79	47.37	43.88	61.70	45.26	11.22	8.51	7.37
All Grades	42.05	41.67	46.99	49.12	50.76	44.74	8.83	7.58	8.27

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	60.47	63.51	54.55	32.56	28.38	36.36	6.98	8.11	9.09
Grade 4	64.65	70.83	57.45	29.29	23.96	36.17	6.06	5.21	6.38
Grade 5	62.24	56.38	62.77	25.51	32.98	29.79	12.24	10.64	7.45
All Grades	62.54	63.64	58.49	28.98	28.41	33.96	8.48	7.95	7.55

Alternative Metrics English Language Arts/Literacy (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. Los Peñasquitos maintains a very high rate of test participation, 99.3 (2019 participation rate).

2. Data results for 2019 demonstrate that eighty-two percent of Los Peñasquitos students (3rd-5th grade) met or exceeded the SBAC standards in the area of English/Language Arts.

3. The percent of students exceeding the standard in the overall achievement level in each grade level remains very high.

Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	87	76	78	87	74	77	87	74	77	100	97.4	98.7
Grade 4	102	96	95	100	96	94	100	96	94	98	100	98.9
Grade 5	101	95	95	99	95	94	99	95	94	98	100	98.9
All	290	267	268	286	265	265	286	265	265	98.6	99.3	98.9

Overall Participation for All Students

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2493.	2505.	2475.	49.43	55.41	33.77	34.48	29.73	35.06	11.49	9.46	22.08	4.60	5.41	9.09
Grade 4	2521.	2531.	2535.	36.00	43.75	45.74	37.00	33.33	25.53	19.00	14.58	25.53	8.00	8.33	3.19
Grade 5	2564.	2548.	2568.	56.57	40.00	53.19	7.07	28.42	15.96	24.24	15.79	18.09	12.12	15.79	12.77
All Grades	N/A	N/A	N/A	47.20	45.66	44.91	25.87	30.57	24.91	18.53	13.58	21.89	8.39	10.19	8.30

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	67.82	75.68	51.95	26.44	20.27	31.17	5.75	4.05	16.88
Grade 4	54.00	60.42	56.38	31.00	28.13	28.72	15.00	11.46	14.89
Grade 5	57.58	50.53	55.32	19.19	26.32	30.85	23.23	23.16	13.83
All Grades	59.44	61.13	54.72	25.52	25.28	30.19	15.03	13.58	15.09

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	48.28	51.35	50.65	44.83	39.19	40.26	6.90	9.46	9.09
Grade 4	45.00	46.88	48.94	44.00	41.67	37.23	11.00	11.46	13.83
Grade 5	43.43	35.79	43.62	41.41	46.32	41.49	15.15	17.89	14.89
All Grades	45.45	44.15	47.55	43.36	42.64	39.62	11.19	13.21	12.83

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	58.62	67.57	40.26	34.48	28.38	49.35	6.90	4.05	10.39
Grade 4	46.00	54.17	54.26	43.00	33.33	32.98	11.00	12.50	12.77
Grade 5	49.49	36.84	53.19	35.35	49.47	35.11	15.15	13.68	11.70
All Grades	51.05	51.70	49.81	37.76	37.74	38.49	11.19	10.57	11.70

Alternative Metrics Mathematics (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady and criterion referenced diagnostics.

Conclusions based on this data:

1. Los Peñasquitos maintains a very high rate of test participation, 98.9 (2019 participation rate).

2. Data results for 2019 demonstrate that seventy percent of Los Peñasquitos students (3rd-5th grade) met or exceeded the SBAC standards in the area of Math. This represents a six point decrease from the 2018 assessment results.

3. The percent of students exceeding the standard in the overall achievement level in each grade level remains high.

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	1449.5	1454.4	1452.9	1453.7	1441.2	1456.0	30	30
Grade 1	1528.1	1482.4	1511.7	1486.3	1544.0	1478.1	35	21
Grade 2	1511.3	1557.4	1512.1	1557.5	1510.1	1556.8	25	25
Grade 3	1512.8	1508.8	1507.7	1495.9	1517.4	1521.0	18	17
Grade 4	1519.3	1534.1	1515.5	1532.1	1522.3	1535.5	19	20
Grade 5	1561.1	1532.4	1566.8	1526.5	1555.2	1537.6	21	11
All Grades							148	124

Overall 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	43.33	36.67	*	30.00	*	26.67	*	6.67	30	30
1	88.57	19.05	*	52.38		23.81	*	4.76	35	21
2	72.00	64.00	*	28.00	*	8.00	*	0.00	25	25
3	*	17.65	*	64.71		11.76	*	5.88	18	17
4	*	40.00	*	45.00	*	5.00	*	10.00	19	20
5	71.43	18.18	*	54.55	*	18.18		9.09	21	11
All Grades	60.14	35.48	27.03	42.74	8.11	16.13	*	5.65	148	124

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	43.33	36.67	*	30.00	*	26.67	*	6.67	30	30
1	85.71	28.57	*	47.62	*	19.05	*	4.76	35	21
2	84.00	68.00	*	28.00		4.00	*	0.00	25	25
3	*	23.53	*	64.71	*	5.88	*	5.88	18	17
4	*	75.00	*	10.00	*	5.00	*	10.00	19	20
5	85.71	36.36	*	45.45	*	9.09		9.09	21	11
All Grades	68.24	45.97	19.59	35.48	8.11	12.90	*	5.65	148	124

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	53.33	40.00	*	26.67	*	26.67	*	6.67	30	30
1	65.71	9.52	*	57.14	*	28.57	*	4.76	35	21
2	56.00	52.00	*	28.00	*	16.00		4.00	25	25
3	*	11.76	61.11	52.94	*	29.41	*	5.88	18	17
4	*	15.00	*	40.00	*	30.00	*	15.00	19	20
5	*	9.09	*	18.18	*	54.55	*	18.18	21	11
All Grades	47.97	26.61	29.05	37.10	16.22	28.23	*	8.06	148	124

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
K	70.00	30.00	*	66.67	*	3.33	30	30
1	94.29	66.67	*	33.33	*	0.00	35	21
2	76.00	52.00	*	48.00		0.00	25	25
3	*	0.00	*	94.12	*	5.88	18	17
4	*	35.00	*	60.00	*	5.00	19	20
5	76.19	9.09	*	81.82		9.09	21	11
All Grades	72.30	35.48	22.97	61.29	*	3.23	148	124

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
K	*	36.67	63.33	50.00	*	13.33	30	30
1	68.57	23.81	*	61.90	*	14.29	35	21
2	84.00	72.00	*	28.00	*	0.00	25	25
3	61.11	64.71	*	29.41	*	5.88	18	17
4	73.68	75.00	*	15.00	*	10.00	19	20
5	85.71	81.82	*	9.09		9.09	21	11
All Grades	66.22	55.65	28.38	35.48	*	8.87	148	124

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
K	46.67	13.33	50.00	80.00	*	6.67	30	30
1	80.00	52.38	*	38.10	*	9.52	35	21
2	60.00	24.00	*	72.00	*	4.00	25	25
3	*	5.88	66.67	82.35	*	11.76	18	17
4	*	10.00	*	75.00	*	15.00	19	20
5	*	9.09	*	72.73	*	18.18	21	11
All Grades	50.68	20.16	37.84	70.16	11.49	9.68	148	124

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
K	56.67	70.00	*	23.33	*	6.67	30	30
1	54.29	4.76	40.00	85.71	*	9.52	35	21
2	48.00	52.00	52.00	48.00		0.00	25	25
3	*	23.53	*	76.47	*	0.00	18	17
4	57.89	45.00	*	50.00	*	5.00	19	20
5	57.14	9.09	*	81.82	*	9.09	21	11
All Grades	53.38	39.52	40.54	55.65	*	4.84	148	124

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. i-Ready, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. Looking at the evidence there appears to be a decline in the percentage of students in the "Well Developed" level. Further analysis of the data after 2019-2020 will help us reach more conclusions.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	**Cumulative Enrollment**			**Chronic Absenteeism Count**			**Chronic Absenteeism Rates**		
	17-18	**18-19**	***19-20**	**17-18**	**18-19**	***19-20**	**17-18**	**18-19**	***19-20**
African American	36	28	34	8	2	3	25.0	6	8.82
American Indian or Alaskan									
Asian	92	107	123	7	3	6	7.7	3	4.88
Filipino	80	54	42	5	4	1	6.6	6	2.38
Hispanic or Latino	129	109	113	9	5	9	7.0	5	7.96
Did not Report	*	*		1	*		*	*	
Pacific Islander	*	*		1	*		*	*	
Two or More Races	51	64	74	1	1	2	2.0	2	2.7
White	175	171	171	7	8	9	4.0	5	5.26
Male	277			17			6.3		
Female	292			20			6.9		
English Learners	167	157	125	16	8	11	9.6	6	8.8
Students with Disabilities	100			12	7		12.1	7	
Socioeconomically	269	223		27	18		10.4	7	
Migrant									
Foster	*			1			*		
Homeless	13			2			20.0		
Kindergarten	112			13			12.0		
Grades 1-3	253			10			4.0		
Grades 4-6	204			14			6.9		
Grades 7-8									
Grades K-8	569			37			6.6		
Grades 9-12									
Ungraded Elementary/Secondary									
Total	569	542	561	37	24	30	6.6	4	5.35

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. The overall rate of chronic absenteeism for Los Peñasquitos Elementary increased slightly prior to moving into a school closure due to Covid-19. In the 20/21 school year, attendance may be a concern effected by a student's ability to access learning in the virtual realm. Los Peñasquitos will work closely with our IT department to resolve any technical issues preventing attendance.

Student Performance Data

Suspension Data

	2017-18	2018-19	*2019-20
Suspensions Rate	0.4	0.4	0.18

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. The suspension rate at Los Peñasquitos decreased during the 2019-2020 school year. Counseling support and measures towards restorative justice may be factors in this change. The 2019-2020 suspension rate also declined, though it represents data for a partial year. (school closure March 16, 2020).

Student Performance Data

Graduation Rate

	2017-18	2018-19	*2019-20
Graduation Rate			

*   Preliminary Data

Conclusions based on this data:

1.   Does not apply to Los Peñasquitos Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

By June of 2021 all Los Peñasquitos students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or achieve expected growth or optimal growth measured from fall to spring on the i-Ready Math assessment.

Identified Need

This Goal is being rolled over from the previous year due to the COVID-19 closure in March 2020.

Analysis of Los Peñasquitos 2019 SBAC assessment results in the area of Mathematics, resulted in the following needs:
· 	Closer monitoring of growth in all grade levels in Math
· 	Focus on Math achievement and growth
· 	Additional support needed in Math

The grade level breakdown of the alternative metrics listed below is as follows:

Kindergarten: Tier 1: Grade Level 77% Tier 2: Approaching 23% Tier 3: At Risk: 0%

1st: Tier 1: Grade Level 53% Tier 2: Approaching 44% Tier 3: At Risk: 3%

2nd: Tier 1: Grade Level 25% Tier 2: Approaching 64% Tier 3: At Risk: 11%

3rd: Tier 1: Grade Level 33% Tier 2: Approaching 50% Tier 3: At Risk: 17%

4th: Tier 1: Grade Level 38% Tier 2: Approaching 42% Tier 3: At Risk: 20%

5th: Tier 1: Grade Level 50% Tier 2: Approaching 42% Tier 3: At Risk: 8%

Alternative Metrics

As derived from the fall i-Ready math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 47.3%

EL - 32.2%

EDY - 22.3%

Special Education - 28.1%

Hispanic - 34.0%

African American – 13.6%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide School Wide Assessment results from the Math assessment of the California Assessment of Student Performance and Progress, (CAASPP) Assessment growth as measured by the Math i-Ready Math diagnostic assessment	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of students meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Winter Data 2019 Kindergarten 76% First Grade 83% Second Grade 66% Third Grade 65% Fourth Grade 77% Fifth Grade 72%	All Los Peñasquitos students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Math assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready math assessment. Spring Goal 2021 Kindergarten 100% First Grade 100% Second Grade 100% Third Grade 100% Fourth Grade 100% Fifth Grade 100% PUSD has replaced the Measure of Academic Progress, (MAP Assessment) with the i-Ready Assessment in both math and reading.
English Learner All Los Peñasquitos students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Math assessment, or achieve expected growth measured from fall to spring on the i-Ready Math assessment.	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of English Learner students meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. **NOTE: Expected and optimal growth are defined as the growth from fall to spring.**	All Los Peñasquitos English Learner students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Math assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready Math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	This reported growth is from fall to winter. Winter Data 2019 Kindergarten 70% First Grade 74% Second Grade 28% Third Grade 18% Fourth Grade 27% Fifth Grade 54%	
EDY/Title I Assessment Results for those students identified as Educationally Disadvantaged Youth or Title 1 on the following assessments. •Assessment results from the math assessment of the California Assessment of Student Performance and Progress, (CAASPP) •Assessment growth as measured by the Math i-Ready assessment	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of EDY/Title 1 students meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Winter Data 2019 Kindergarten 66 % First Grade 74 % Second Grade 42 % Third Grade 45% Fourth Grade 49 % Fifth Grade 54 %	All Los Peñasquitos EDY/Title 1 students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Math assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready Math assessment.
Student with Disabilities Assessment results for those students identified as students with disabilities on the following assessments.	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of Students with Disabilities meeting or exceeding grade level standards, OR achieving the	All Los Peñasquitos students with identified disabilities, enrolled by October 1, 2020, will meet or exceed the standard measured by the CAASPP or i-Ready Math assessment, or achieve expected (typical)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment results from the Math assessment of the California Assessment of Student Performance and Progress, (CAASPP) Assessment growth as measured by the Math i-Ready assessment	expected or optimal MAP growth from Fall to Winter 2019. NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Winter Data 2019 Kindergarten 57% First Grade 69% Second Grade 40% Third Grade 42% Fourth Grade 38% Fifth Grade 33%	growth measured from fall to spring on the i-Ready Math assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students served by this activity will be students who demonstrate as below proficient, demonstrating limited growth, or have been identified by staff as needing support in math.

Strategy/Activity

After-school/before-school math groups will meet one hour each day, three days a week (virtually and on-campus as staffing permits). A certificated staff member will work with identified students outside of the school day (grades 2, 3, and 4) using the intervention component of the district adopted math curriculum. This can be done both virtually and on-campus.

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)
3,960.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries General Education Teacher
5,360.00	English Learners 1000-1999: Certificated Personnel Salaries General Education Teacher

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

Students served in this activity have been identified by district or site criteria.

Strategy/Activity

The intervention teachers will work with flexible groups, as identified through articulation to provide intervention support in math. This can be done both virtually and on-campus. The intervention teachers will work with staff to identify students receiving services. During the 2020-2021 school year, Los Peñasquitos will be supported by two intervention staff members. (total of 1.3 FTE)

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)
95,000.00	Title I 1000-1999: Certificated Personnel Salaries Certificated General Education Teacher, Intervention

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students by class

Strategy/Activity

In class or virtual support via an additional certificated teacher to provide small group and classroom support, as deemed needed after winter assessment articulation.

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)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this activity.

Strategy/Activity

All students will have access to technology supports to practice skills or perform assessments both in school, virtually and after school hours. These technology supports are varied by grade levels and include programs such as Brain Pop, Brain Pop JR., Raz Kids, Scholastic News, Seesaw,and Starfall.

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)
5,500.00	Title I 4000-4999: Books And Supplies Technology Supports

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students served by this activity will be students who demonstrate as below proficient, demonstrate limited growth, or have been identified by staff as needing support in math.

Strategy/Activity

An additional intervention teacher will work with students for 15 hours per week in grades 3rd-5th (targeted SBAC testing grades).
- The intervention teacher will work with flexible groups of students needing support as identified through articulation to provide additional math support.
- The intervention teacher will work with staff to identify students receiving services

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)
16,000.00	Title I 1000-1999: Certificated Personnel Salaries General Education Teacher

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategies and supplies will be provided to all students to create and support a supportive learning environment
- NEU membership ($1,150) as part of the NEU network, staff members will attend subject matter or No Excuses University conferences and implement teaching strategies learned
- Books and supplies toward professional development will be purchased

- Substitute teachers will be provided to enable staff collaboration
- Create learning environment to support flexible grouping, intervention, and SAI model

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)
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures Conferences
16,000.00	Title I 4000-4999: Books And Supplies Funding to support learning environment Learning Resource Center
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs for various activities
14,185.50	Title I 4000-4999: Books And Supplies Books and supplies relevant to strategies
2,500.00	Title I 4000-4999: Books And Supplies All other equipment

Annual Review

SPSA Year Reviewed: 2019-20

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.

Prior to the close of school the strategies and activities listed were in place. Intervention and Counseling were in place from the start of the school year. The additional intervention after the second trimester was just underway. Due to the suspension of the CAASPP testing due to COVID-19, we were unable to measure grade level achieved standards. We were also not able to measure a complete year of growth as measured by the MAP assessment. As a means by which to consider growth in the area of math, we are able to report fall to winter growth. This data is listed in Annual Measurable Outcomes as Actual Outcomes. The expectation is that if school was able to

continue, percent achieving grade level standards, expected growth, or optimal growth would continue to increase.

One point of analysis is that in the area of growth on the Math MAP assessment, targeted areas of need typically showed more growth that total school population:

Math Growth fall to winter 2019

Kindergarten: All Students - 17.39%, Intervention - 14.13%,Title 1 - 18.52%, ELL - 19.35%
First Grade: All Students - 12.17%, Intervention - 14.14%,Title 1 - 12.97%, ELL - 12.38%
Second Grade: All Students - 9.81%, Intervention - 9.20%, Title 1 - 10.92%, ELL - 10.22%
Third Grade: All Students - 8.55%, Intervention - 5.50%, Title 1 - 8.27%, ELL - 6.80%
Fourth Grade: All students - 4.60%, Intervention - 6.12%, Title 1 - 5.54%, ELL - 5.93%
Fifth Grade: All students - 4.99%, Intervention - 4.46%, Title 1 - 4.44%, ELL - 5.08%

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

Due to the closure of school on March 16, 2020, continuing to the end of the year, Intervention continued, however the additional hourly intervention was not possible. Funding for these unused hours was part of the site carryover for the 2020-2021 school year.

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.

Los Peñasquitos as well as the PUSD district typically uses MAP assessment as an indicator of standards achieved and growth. With our district shift to i-Ready, these parameters will be noted in the goal areas. District supported professional development for i-Ready is underway and has been implemented via live and prerecorded Zoom sessions starting in August 2020.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

By June of 2021 all Los Peñasquitos students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or achieve expected growth or optimal growth measured from fall to spring on the i-Ready, or Lexia reading assessment.

Identified Need

Analysis of Los Peñasquitos 2019 CAASPP assessment results in the area of English Language Arts, resulted in the following needs:
Closer monitoring of growth in all grade levels in Language Arts, and Reading with focused next steps

The grade level breakdown of the alternative metrics listed below is as follows:

Kindergarten: Tier 1: Grade Level 67% Tier 2: Approaching 33% Tier 3: At Risk: 0%
1st: Tier 1: Grade Level 50% Tier 2: Approaching 39% Tier 3: At Risk:11%
2nd: Tier 1: Grade Level 50% Tier 2: Approaching 42% Tier 3: At Risk: 8%
3rd: Tier 1: Grade Level 65% Tier 2: Approaching 17% Tier 3: At Risk: 18%
4th: Tier 1: Grade Level 50% Tier 2: Approaching 36% Tier 3: At Risk: 14%
5th: Tier 1: Grade Level 59% Tier 2: Approaching 23% Tier 3: At Risk: 18%

Alternative Metrics

As derived from the fall i-Ready reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 56.2%

EL - 32.9%

EDY - 34.6%

Special Education - 29.0%

Hispanic - 51.4%

African American – 38.9%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Assessment results from the English Language Arts (ELA) assessment of the California Assessment of Student Performance and Progress, (CAASPP), i-Ready, or Lexia (TK-1) reading assessments	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of students meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Winter Data 2019 Kindergarten 76% First Grade 81% Second Grade 74% Third Grade 88% Fourth Grade 94% Fifth Grade 94%	All Los Peñasquitos students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Reading assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready or Lexia Reading assessment. Spring Goal 2021 Kindergarten 100% First Grade 100% Second Grade 100% Third Grade 100% Fourth Grade 100% Fifth Grade 100% Lexia assessment is taken in TK-1st grade PUSD has replaced the Measure of Academic Progress, (MAP Assessment) with the i-Ready Assessment in both math and reading.
English Learner Assessment Results for those students identified as English Learner on the following assessments. Assessment results from the English Language Arts (ELA) assessment of the California Assessment of Student Performance and Progress, (CAASPP), i-Ready, or Lexia (TK-1) reading assessments	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of students identified as English Learners meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. **NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter.** Winter Data 2019 Kindergarten 76% First Grade 81% Second Grade 74% Third Grade 88% Fourth Grade 94% Fifth Grade 94%	All Los Peñasquitos English Learner students, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Reading assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready or Lexia Reading assessment. Lexia assessment is taken in TK-1st grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EDY/Title I Assessment Results for those students identified as Educationally Disadvantaged Youth or Title 1 on the following assessments. Assessment results from the English Language Arts (ELA) assessment of the California Assessment of Student Performance and Progress, (CAASPP), i-Ready, or Lexia (TK-1) reading assessments	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of students identified as EDY/Title 1 meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Winter Data 2019 Kindergarten 59 % First Grade 65 % Second Grade 58 % Third Grade 88 % Fourth Grade 86 % Fifth Grade 90 %	All Los Peñasquitos students identified as EDY/Title 1, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Reading assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready, or Lexia Reading assessment. Lexia assessment is taken in TK-1st grade
Student with Disabilities Assessment Results for those students identified as students with disabilities on the following assessments. Assessment results from the English Language Arts (ELA) assessment of the California Assessment of Student Performance and Progress, (CAASPP), i-Ready, or Lexia (TK-1) reading assessments	Based on data from the winter MAP assessment period (in the absence of Spring 2020 data), the percent of students identified as students with disabilities meeting or exceeding grade level standards, OR achieving the expected or optimal MAP growth from Fall to Winter 2019. NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Winter Data 2019 Kindergarten 57% First Grade 46% Second Grade 47% Third Grade 75% Fourth Grade 88% Fifth Grade 72%	All Los Peñasquitos students with disabilities, enrolled by October 1, 2020 will meet or exceed the standard measured by the CAASPP or i-Ready Reading assessment, or achieve expected (typical) growth measured from fall to spring on the i-Ready, or Lexia Reading assessment. Lexia assessment is taken in TK-1st grade

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students served by this activity will be students who demonstrate as below proficient, demonstrating limited growth, or have been identified by staff as needing support in English Language Arts.

Strategy/Activity

After-school/Before-school ELA groups will meet one hour each day, three days a week with an intervention teacher who will provide reading instruction to identified students. This can be done both virtually and on-campus as staffing permits. Students served in this activity have been identified by district or site criteria. The teacher will use district core curriculum and supplemental programs ex: *Read Well* to instruct and assess these students.

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)
3960.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries General Education Teacher
5360.00	English Learners 1000-1999: Certificated Personnel Salaries General Education Teacher

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students served in this activity have been identified by district or site criteria.

Strategy/Activity

The intervention teachers will work with flexible groups, as identified through articulation to provide intervention support in math. This can be done both virtually and on-campus. The intervention teachers will work with staff to identify students receiving services. During the 2020-2021 school year, Los Peñasquitos will be supported by two intervention staff members. (total of 1.25 FTE)

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)
95,000.00	Title I 1000-1999: Certificated Personnel Salaries

	Certificated General Education Teacher, Intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students by class

Strategy/Activity

In class or virtual support via an additional certificated teacher to provide small group and classroom support, as deemed needed after winter assessment articulation.

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)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this activity

Strategy/Activity

All students will have access to technology supports to practice skills or perform assessments both in school, virtually, and after school hours. These technology supports are varied by grade levels and include programs such as Brain Pop, Brain Pop JR., Raz Kids, Scholastic News, Seesaw, and Starfall.

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)
5,500.00	Title I 4000-4999: Books And Supplies Technology Supports

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students served by this activity will be students who demonstrate as below proficient, demonstrate limited growth, or have been identified by staff as needing support in math.

Strategy/Activity

An additional intervention teacher will work with students 15 hours per week in grades 3rd-5th. (targeted SBAC testing grade levels)
- The intervention teacher will work with flexible groups of students needing support as identified through articulation to provide additional math support.
- The intervention teacher will work with staff to identify students receiving services

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)
16,000.00	Title I 1000-1999: Certificated Personnel Salaries General Education Teacher

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategies and supplies will be provided to all students to create and support a supportive learning environment

NEU membership ($1,150) as part of the NEU network, staff members will attend subject matter or No Excuses University conferences and implement teaching strategies learned

Books and supplies toward professional development will be purchased

Substitute teachers will be provided to enable staff collaboration

Create learning environment to support flexible grouping, intervention, and SAI model

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)
5,000.00	Title I

	5000-5999: Services And Other Operating Expenditures Expenditures Conferences
16,000.00	Title I 4000-4999: Books And Supplies Funding to support learning environment Learning Resource Center
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs for various activities
14,185.51	Title I 4000-4999: Books And Supplies Books and supplies relevant to strategies
2,500.00	Title I 4000-4999: Books And Supplies All other equipment

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In an effort to provide greater accessibility to books, an initiative to boost the classroom book availability, book room guided readers, and core literature will take place. Library quality books will be purchased to provide longevity. During the 2020-2021 school year library COVID-19 protocols will be implemented to support the health and safety of our students and staff.

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)
30,000.00	Title I 4000-4999: Books And Supplies K-5 $4000.00 each TK $2000.00 RSP/Speech $2000.00

	ASD/ASD $2000.00

Annual Review

SPSA Year Reviewed: 2019-20

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.

Prior to the close of school the strategies and activities listed were in place. Intervention and Counseling were in place from the start of the school year. The additional intervention after the second trimester was just underway. Due to the suspension of the CAASPP testing due to COVID-19, we were unable to measure grade level achieved standards. We were also not able to measure a complete year of growth as measured by the MAP assessment. As a means by which to consider growth in the area of reading, we are able to report fall to winter growth. This data is listed in Annual Measurable Outcomes as Actual Outcomes. The expectation is that if school was able to continue, percent achieving grade level standards, expected growth, or optimal growth would continue to increase.

One point of analysis is in the area of growth on the Reading MAP assessment, targeted areas of need typically showed more growth that total school population:

Math Growth fall to winter 2019
NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter.

Kindergarten: All Students - 16.30%, Intervention - 20.00%,Title 1 - 16.39%, ELL - 19.48%
First Grade: All Students - 10.94%, Intervention - 10.24%,Title 1 - 10.97%, ELL - 11.50%
Second Grade: All Students - 7.92%, Intervention - 13.72%, Title 1 - 13.61%, ELL - 12.67%
Third Grade: All Students - 7.92%, Intervention - 14.00%, Title 1 - 11.36%, ELL - 9.90%
Fourth Grade: All students - 6.22%, Intervention - 13.24%, Title 1 - 8.46%, ELL - 6.27%
Fifth Grade: All students - 3.76%, Intervention - 6.69%, Title 1 - 5.10%, ELL - 3.38%

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

Due to the closure of school on March 16, 2020, continuing to the end of the year, Intervention continued, however the additional hourly intervention was not possible. Funding for these unused hours was part of the site carryover for the 2020-2021 school year.

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.

Los Peñasquitos as well as the PUSD district typically uses MAP assessment as an indicator of standards achieved and growth. With our district shift to i-Ready, these parameters will be noted in

the goal areas. District supported professional development for i-Ready is underway and has been implemented via live and prerecorded Zoom sessions starting in August 2020.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Counseling sessions will be altered for the duration of COVID-19, due to the adjustments in what school looks like. Counseling lessons to support the social emotional well-being of all students and sessions with identified students will include the goals of
    * Students will report feeling safe and connected at school.
    *Students in second through fifth grade will know how to problem solve and manage strong emotions.
    *Third through fifth grade students will know the three R's of bullying prevention.
    * When students are supported with social emotional needs, it will have a positive impact on academic success

Parent participation in Parent University classes, will support the social emotional well being of students and behavior. For the 2020-2021 school year, Parent University offerings will be expanded to include virtual, webinar, or other modality to increase participation.

The social and emotional well-being of students supports their academic success. Providing a stable social emotional environment will support the overall goal that All Los Peñasquitos students will meet or exceed the standard measured by the CAASPP or i-Ready assessment, or achieve expected growth measured from fall to spring on the i-Ready assessment.

Identified Need

Los Peñasquitos Elementary school maintains the understanding and belief that the social and emotional climate supports the achievement of students. A review of the Elementary Counseling Report, (published May 2019) provides the data of the number of services provided by 5 day counselors and 2 day (district supported) counselors. With the demographics of Los Peñasquitos Elementary and the desire to support both the academic and social emotional realm of our students, we will continue the support of a 5 day counselor.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Assessment results from the ELA and Math assessment of the California Assessment of	Based on data from the 2019 winter MAP assessment, the percent of all students meeting or exceeding the standard in	In addition to the overall academic goals, which we know are supported by social and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Performance and Progress, (CAASPP) and the MAP results in ELA or Math **Additional indicators**: student survey taken in June 2021, and parent attendance data.	MAP or Achieving Expected or optimal MAP growth. (English Language Arts and Math results) **NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter.** Kindergarten 82% First Grade 88% Second Grade 79% Third Grade 88% Fourth Grade 94% Fifth Grade 99% At this time, for the 2020-2021 school year, there is not a baseline number for students feeling safe, connected, using problem solving strategies, or knowing the 3 R's of bullying prevention. For this year, the data will be accumulated as end of year data. During the 2021-2022 school year, a baseline measurement will be taken.	emotional growth, the following outcomes are set forth. * Los Peñasquitos students will report feeling safe and connected at school. * Students in second through fifth grade will know how to problem solve and manage strong emotions. * Students in third through fifth grade students will know the three R's of bullying prevention. Parent participation in Parent University offerings will increase given the additional modalities offered.
English Learner Assessment results from the ELA and Math assessment of the California Assessment of Student Performance and Progress, (CAASPP) and the MAP results in ELA or Math Elementary School Counseling Report 2019	Based on data from the 2019 winter MAP assessment, the percent of English Learners meeting or exceeding the standard in MAP or Achieving Expected or optimal MAP growth. (English Language Arts and Math results) NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Kindergarten 70% First Grade 78%	All students have access to the counseling team. Staff may identify students with individual social emotional needs, based on a variety of data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Second Grade 50% Third Grade 73% Fourth Grade 80% Fifth Grade 100% At this time, for the 2020-2021 school year, there is not a baseline number for students feeling safe, connected, using problem solving strategies, or knowing the 3 R's of bullying prevention. For this year, the data will be accumulated as end of year data. During the 2021-2022 school year, a baseline measurement will be taken.	
EDY/Title I Assessment results from the ELA and Math assessment of the California Assessment of Student Performance and Progress, (CAASPP) and the MAP results in ELA or Math Elementary School Counseling Report 2019	Based on data from the 2019 winter MAP assessment, the percent of all students meeting or exceeding the standard in MAP or Achieving Expected or optimal MAP growth. (English Language Arts and Math results) NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter. Kindergarten 69% First Grade 84% Second Grade 72% Third Grade 88% Fourth Grade 86% Fifth Grade 98%	All students have access to the counseling team. Staff may identify students with individual social emotional needs, based on a variety of data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At this time, for the 2020-2021 school year, there is not a baseline number for students feeling safe, connected, using problem solving strategies, or knowing the 3 R's of bullying prevention. For this year, the data will be accumulated as end of year data. During the 2021-2022 school year, a baseline measurement will be taken.	
Student with Disabilities Assessment results from the ELA and Math assessment of the California Assessment of Student Performance and Progress, (CAASPP) and the MAP results in ELA or Math Elementary School Counseling Report 2019	Based on data from the 2019 winter MAP assessment, the percent of all students meeting or exceeding the standard in MAP or Achieving Expected or optimal MAP growth. (English Language Arts and Math results) **NOTE: Expected and optimal growth are defined as the growth from fall to spring. This reported growth is from fall to winter.** Kindergarten 71% First Grade 69% Second Grade 47% Third Grade 75% Fourth Grade 88% Fifth Grade 94% At this time, for the 2020-2021 school year, there is not a baseline number for students feeling safe, connected, using problem solving strategies, or knowing the 3 R's of bullying prevention. For this year, the data will be accumulated as end of year data. During the 2021-2022 school year, a baseline measurement will be taken.	All students have access to the counseling team. Staff may identify students with individual social emotional needs, based on a variety of data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this strategy. Some students will access this service in a variety of manners, depending upon assessed needs.

Strategy/Activity

Los Peñasquitos will provide an additional 40% to the district allocation of 60% to bring our counseling position to full time status. Providing a stable social emotional environment will support the overall goal that All Los Peñasquitos students will meet or exceed the standard measured by the CAASPP or i-Ready assessment, or achieve expected growth measured from fall to spring on the i-Ready assessment. Supplementation to increase counseling to 5 days which enables weekly class lessons, additional small group lessons, additional one on one support, and family support.

Support services such as class lessons (such as second step), small group lessons, individual student meetings, unscheduled student meetings, parent and family contacts, teacher/staff consultation, parent university presentations, staff development presentation, and meetings (RTI, SSS, 504, IEP) will be implemented.

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)
00	Educationally Disadvantaged Youth
00	English Learners
75,000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this strategy. Some students will access this service in a variety of manners, depending upon assessed needs.

Strategy/Activity

Supplies toward counseling initiative will be supported. Professional presentations, parent education books, supplies, and materials, such as DVD's and manuals will be provided.

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)
1000.00	Title I 4000-4999: Books And Supplies Counseling supplies, publication materials
6,727.30	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Education Resources, replenishment of parent room resources, including printed materials such as books, pamphlets. Additional online material support.
1000.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Childcare for parenting classes
3,500.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Outside presentations for parents and community

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this strategy. Some students will access this service in a variety of manners, depending upon needs.

Strategy/Activity

Additional classified hours will be supported. These hours will support additional time for classified personnel such as the Student Services Assistant. This will provide additional classroom lessons and small group or one-on--one support. Additional supervision time in the room designated as the alternative to the playground will also be implemented.

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)
5,000.00	Title I 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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.

Throughout the school year, the counseling team implemented second step lessons to K-5th grade students weekly, met with student groups, met with students individually, supported staff and families, and provided parent and family professional development.
As classes moved to the virtual realm, the intended goals for the social emotional well-being of students shifted slightly. Our counseling team created a website to support student and staff emotional support. They provided counseling lessons and strategies for both students and staff. These were dispersed to staff and families weekly.

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

As classes moved to the virtual realm, the intended goals for the social emotional well-being of students shifted slightly. Our counseling team created a website to support student and staff emotional support. They provided counseling lessons and strategies for both students and staff. These were dispersed to staff and families weekly.

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.

As the 2020-2021 school year begins, he COVID-19 protocols established accessing activities such as second step lessons and social emotional support are taking place in a virtual manner. Parent university opportunities are also offered in a virtual manner.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2021, all Los Peñasquitos students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school. Los Peñasquitos will continue the requirements to remain a No Place for Hate School.(for the third year).

Identified Need

Through Poway Unified School District Resolution No. 116-2020, Reaffirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity, all PUSD schools will include measures to support this resolution in the School Plan for Student Achievement. Supporting and validating the diverse population of Los Peñasquitos through activities and practices has been in place systemically. This Resolution will help to amplify activities to promote equity, inclusion, and safe learning environment for our students.

Alternative Metrics

We will include data from Response to Intervention activities, Positive Behavior Interventions, and Second Step Lessons and completed No Place for Hate activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Los Peñasquitos will complete the school wide activities to remain a designated No Place for Hate School.	Los Peñasquitos has been a No Place for have school for the past 2 school years and will complete the requirements to be named a No Place for Hate School for the 20/21 school year.	Los Peñasquitos will complete the requirements to be named a No Place for Hate School for the 20/21 school year.
English Learner		
EDY/Title I		
Student with Disabilities		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will participate in activities and lessons to foster and promote learning environments that are safe, inclusive, innovative, and equitable for every person regardless of their skin color, or ethnicity.	This goal is in the first year, where data will be tracked to establish a baseline of lessons and activities.	End of year parent and student survey data will determine next steps for activities and initiatives related to this goal.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students TK-5

Strategy/Activity

Every student TK-5, is provided second step lessons to foster inclusion. Lessons include the following areas of focus: accepting differences and similarities, including others, no put downs, steps to respect, and perspective taking. Lessons specific to bullying are also provided including recognizing bullying, reporting vs tattling, and assertiveness toward bullying. Via Canvas students have access to a diversity Bitmoji classroom, including videos and lesson links.

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)
	Educationally Disadvantaged Youth
	English Learners
1,000.00	Title I 4000-4999: Books And Supplies
25,000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor
2,500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures additional activities through outside services

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

Complete the school wide fall, winter, and spring activities to remain a No Place for Hate School

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)
500.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students through staff participating members

Strategy/Activity

Staff members will take part in the district led activity of community conversations and connect with resources and activities which can be brought back to the Los Peñasquitos school community

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)
500.00	Title I 4000-4999: Books And Supplies additional supplies, college accessories

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$504,738.31

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$474,871.01
Title I Part A: Parent Involvement	$11,227.30

Subtotal of additional federal funds included for this school: $486,098.31

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
Educationally Disadvantaged Youth	$7,920.00
English Learners	$10,720.00

Subtotal of state or local funds included for this school: $18,640.00

Total of federal, state, and/or local funds for this school: $504,738.31

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 Part A: Allocation		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	7,920.00
English Learners	10,720.00
Title I	474,871.01
Title I Part A: Parent Involvement	11,227.30

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	366,640.00
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	116,098.31
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	7,920.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	10,720.00
1000-1999: Certificated Personnel Salaries	Title I	348,000.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	109,371.01

5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6,727.30
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,505.50
Goal 2	206,505.51
Goal 3	92,227.30
Goal 4	29,500.00

School Site Council Membership

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

1	School Principal
1	Classroom Teachers
1	Other School Staff
5	Parent or Community Members
1	Secondary Students

Name of Member	Role	Date	Signature
Deanne McLaughlin	Principal	11/16/20	Deanne McLaughlin
Kelsi Potok	Classroom Teacher	11/16/20	
Ed Sandstrom	Classroom Teacher	11/16/20	Ed Sandstrom
Jackie Sweet	Classroom Teacher	11/16/20	
Kim Carpenter	Other School Staff	11/16/20	
Kia Edwards	Parent/Community Member	11/16/20	Email
Rachael Lapidis	Parent/Community Member	11/16/20	Email
Jeanette Lotze	Parent/Community Member	11/16/20	
Deborah Nguyen	Parent/Community Member	11/16/20	Email
Adam Peterson	Parent/Community Member	11/16/20	Email
	[Blank]		
	[Blank]		
	[Blank]		

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 English Language Advisory Committee:

ELAC Chair Name: Tiffani Kline   Signature: Date: 11/16/20

In addition to ELAC, the following advisory groups were also consulted:

☐ Special Education Advisory Committee	☐ Departmental Advisory Committee
☐ State Compensatory Education Advisory Committee	☐ District/School Liaison Team for schools in Program Improvement
☐ Gifted and Talented Education Program Advisory Committee	☐ Compensatory Education Advisory Committee

☐ Other:

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 11/16/20

Attested by:

Principal: Deanne McLaughlin   Signature: Deanne McLaughlin   Digitally signed by Deanne McLaughlin Date: 2020.11.18 12:03:24 -08'00'   Date: 11/16/20

SSC Chair: Ed Sandstrom   Signature: W. Ed Sandstrom   Digitally signed by W. Ed Sandstrom Date: 2020.11.18 14:18:57 -08'00'   Date: 11/16/20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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