

ENCINITAS UNION SCHOOL DISTRICT

Ocean Knoll Elementary
An International Baccalaureate World School

SINGLE PLAN FOR STUDENT ACHIEVEMENT



School Year 2020-2021
CDS Code: 37- 68080- 6038152

Date of this revision: November 2020

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jennifer Bond
Position: Principal
Telephone Number: 760-944-4351
Address: 910 Melba Road, Encinitas, CA 92024
E-mail Address: jennifer.bond@eusd.net

The District Governing Board approved this revision of the School Plan on _____

VISION (What?)

Ocean Knoll Elementary School strives to develop and foster internationally minded learners who exhibit global empathy and intercultural understanding while acquiring a strong academic foundation.

MISSION (Why?)

The mission of Ocean Knoll Elementary School is to maintain ongoing academic growth and innovation through educational programs by meeting the diverse needs of the entire school community. The programs offered aim to create socially responsible, lifelong learners who inquire and think critically about the world around them.

GUIDING PRINCIPLES (How?)

In order to fulfill Ocean Knoll's mission and carry out its vision, the Ocean Knoll staff has adopted the following school-wide guiding principles:

<u>Culture of Universal Achievement</u>	<u>Systematic Implementation of:</u>
<ul style="list-style-type: none"> ☐ Core Belief Among All Staff <ul style="list-style-type: none"> ▪ It is our responsibility to help all children achieve academically and socially ☐ School Goal <ul style="list-style-type: none"> ▪ All students will meet or exceed grade level standards in English Language Arts and Math ▪ All students will become internationally-minded via the IB Program ☐ Develop Global Competencies ☐ College-Career Readiness ☐ Health & Wellness ☐ High Expectations for Staff and Students ☐ Safe and Orderly Environment ☐ School Climate Conducive to Learning ☐ Parent Involvement ☐ Community Partnerships 	<ul style="list-style-type: none"> ☐ Standards-Based Curriculum <ul style="list-style-type: none"> ▪ Common Core State Standards ▪ Curriculum Maps ▪ Program Congruency ▪ English Language Development ☐ Individualized Learning Opportunities <ul style="list-style-type: none"> ▪ Consistent Small Group Instruction ▪ Team Time (grade level differentiation) ▪ Before School Intervention ▪ After School Intervention ▪ Rigorous Learning Opportunities ☐ IB PYP Program <ul style="list-style-type: none"> ▪ Inquiry-Based Learning ▪ Interdisciplinary Themes ▪ Character Development ☐ Student Learning Goals ☐ Enrichment Program (TLP) ☐ Assessment & Data Analysis <ul style="list-style-type: none"> ▪ Formative ▪ Summative ☐ Grade Level Collaboration <ul style="list-style-type: none"> ▪ Team Level Planning (TLP) ☐ Professional Development

SCHOOL PROFILE

Ocean Knoll Elementary is proud to be a California Gold Ribbon School, a California Distinguished School, a Title I Academic Achievement Award Winner, and an International Baccalaureate World School. Ocean Knoll opened its doors in 1959. It is one of the oldest of nine schools in the Encinitas Union School District. Located in the north coastal region of San Diego County, Ocean Knoll currently serves approximately 558 students in grades K-6 on a single modified traditional calendar. The school day begins at 8:00 a.m. and ends at 2:20 p.m. Students are dismissed at 12:45 p.m. on Fridays to allow grade level teams the opportunity to meet, plan, and collaborate.

The school is comprised of 25 general education classrooms. There are 15 primary (K-3) classes with a 24:1 student to teacher ratio. There are 10 upper grade (4-6) classes with an average student to teacher ratio of 31:1. Every Ocean Knoll teacher is highly qualified based on California state guidelines. Additionally, three classroom teachers hold a BCLAD; 18 certificated staff members hold a master's degree; five have achieved National Board Certification; 19 general education teachers and the two education specialist are certified in Guided Language Acquisition Design (GLAD) teaching strategies. At least one teacher per grade level has received training in utilizing the College of William and Mary or the Junior Great Books curriculum. All teachers continue to receive professional development in the area of inquiry-based learning, California Common Core State Standards, digital curriculum, technology and use of multi-media programs to augment student learning. The Encinitas Union School District continually strives to attract and retain highly qualified teachers by offering BTSA support, a competitive salary schedule for advanced degrees and National Board Certification, assistance with credential applications, and staff development opportunities aligned with district goals.

Ocean Knoll is one of three Title 1 schools in the district with the highest percentage of Hispanic and English learner students. The student population is representative of our diverse community.

The following is a breakdown of the school demographics:

Student Group	Percentage
White	51.61%
Hispanic	40.32%
Multiple	3.05%
Asian	1.79%
Filipino	1.08%
Pacific Islander	0.54%
Black/African American	0.36%
American Indian	0.18%
English Language Learners	23%
Socio-economically Disadvantaged	32%
Special Education	12%

SCHOOLWIDE PROGRAMS

Ocean Knoll offers a variety of academic and enrichment programs designed to build a strong academic foundation while providing students the opportunity to develop into internationally minded learners.

International Baccalaureate Primary Years Program (IB/PYP): The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. Founded in 1968 in Geneva, Switzerland and currently working with 3,678 schools in 146 countries to develop and offer four challenging programs to over 1,136,000 students aged 3 to 19 years. The four programs for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. These programs encourage students across the world to become active, compassionate, and lifelong learners. The IB Primary Years Program (PYP) is a curriculum framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Currently there are six IB PYP elementary schools in San Diego County.

Ocean Knoll Elementary was authorized as an International Baccalaureate World School in December 2013 and successfully passed evaluation in March 2018. The IB Primary Years Program is designed for students, ages 5 to 12. It focuses on the development of the whole child (social, physical, emotional, cultural, and academic). Grade level teams have created and implemented the 6 units of inquiry based on the interdisciplinary themes of global significance, which are revised as teams reflect on of each of the units.

Spanish Language Program: The offering of world languages is a component of the IB/PYP program. In 2011-2012, Ocean Knoll began offering Spanish classes to students in grades K-6 taught by contracted language instructors. Last year we hired a credentialed Spanish teacher to teach 30 minute classes to all students. Given that OK serves the highest number of Spanish speaking students, the Spanish Language Program was leveled by proficiency to meet the needs of all the students. Hence, the Spanish-speaking students receive a “Spanish for Spanish Speakers” program. This helps to improve their native language to a high academic level, which in turn helps them with their English language acquisition.

Individualized Learning Opportunities: Ocean Knoll is dedicated to providing individualized learning opportunities for our students. The following programs are offered to provide appropriate learning opportunities for all students.

Differentiated Small Group Instruction – Students receive daily small group instruction at their level in math and reading from their classroom teacher.

Team Time-The Team Time program allows all students to receive research-based, differentiated, reading instruction by general education teachers, education specialists, and a literacy team. Instruction is provided four days per week in grades

K through 3 and three days per week in grades 4 through 6, for 40 minutes per session. Progress is monitored in order to provide for appropriate placement within the Team Time groups. In addition, data is collected and analyzed for Response to Intervention (RtI) purposes.

Digital Tools: Students utilize a variety of digital programs in order to learn and practice language arts and math skills. Our current programs include: Lexia, Imagine Learning, ST Math, and Ten Marks. With the implementation of the 1:1 iPad initiative, students are utilizing a variety of applications to further enhance learning such as Defined STEM, Edmodo, noredink and myOn.

Technology: Students utilize technology to positively impact their learning experience. All classrooms have a docu cam (document camera) and a LCD projector. In addition, Kindergarten through second grade classrooms are equipped with interactive white boards. Students and staff receive ongoing training on the use of technology, as it relates to inquiry -based learning, from our District TOSAs. Students at Ocean Knoll utilize programs such as iMovie, Google Docs, Garage Band, WebQuest and many other multimedia programs.

DBCI: The Data Based Consultative Intervention process is the process Ocean Knoll uses to identify students with academic or behavioral needs and provide intensive intervention to meet these needs. The DBCI team meets with classroom teachers throughout the year to review the progress of all referred students. Based on students' progress results, the students are placed on one of the three tiers of intervention. Documentation is inputted and collected through the Ocean Knoll portal. All teachers have been trained on the DBCI process and directly communicate with parents on their child's progress throughout the intervention process.

Enrichment Program (TLP): Students in grades K-6 participate in two 35-minute enrichment sessions per week and watch two 35 minute recorded lessons per week. These sessions include: nutrition/garden, Spanish, physical education, and yoga.. TLP is made possible by support from the district, the PTA, and the Sage Garden Grant.

Art Ed: Art Ed is a PTA sponsor DVD-based program that trains parent volunteers to teach standards-based art lessons in the classroom for grades K-6. Art supplies are purchased and maintained by the PTA.

Student Clubs: Students at Ocean Knoll are invited to join clubs, which promote collaboration, leadership and service to the school community. Ocean Knoll offers the following clubs: Band, Musical Theater, Star Tech, Stormwater Pollution Prevention Program, Junior Coaches Team (playground leaders), Green Team Club (recycling and campus beautification), Safety Monitors, Empathy Engineers, Running Club, and SOAR team (Sharing Our Acceptance and Respect). Students are required to complete an application for club membership.

PARENT INVOLVEMENT

Ocean Knoll recognizes the importance of developing partnerships with parents and community; therefore, it strives to develop and maintain positive working relationships with parents, business partners, and the community at large. During Ocean Knoll's annual Title 1 meeting, parents review and provide input to the Parent Involvement Policy. In addition, ELAC has been instrumental in seeking parent training, provided in Spanish, for the benefit of the Spanish-speaking parent community.

The PTA is instrumental in raising funds to offer several of our school wide programs, such as Accelerated Reader, Art Ed, Spanish, and Physical Education. In addition, the PTA organizes the many events made available, such as: fundraisers, Dol-Fun Days, PTA Reflections Program, Ocean Knoll book fairs, Red Ribbon Week activities, restaurant nights, Holiday Sharing, Parent Chats, and sixth grade promotion. Furthermore, the PTA funds school wide educational assemblies that address topics such as character development and nutrition.

There is strong community support and a commitment to the development of students as lifelong learners and productive citizens. This is demonstrated through partnerships with Islands Restaurant, Operation School Bell, Rotary Club and Kiwanis Club, Junior Achievement Biz Town sponsors, Sylvan Learning Center, the Sage Garden Project Foundation, Eco-Rotary of Solana Beach, Cal-State San Marcos, Seacoast Community Church, Bethlehem Lutheran Church, Venture Church, and other community-based programs offered to Ocean Knoll students.

School Accountability Report Card (SARC)

Information from the School Accountability Report Card (SARC) is required for an action plan under the Immediate Intervention/Under-performing School Program (II/USP). Although not required for other school plans, the SARC is a valuable source of information on student performance and conditions affecting the learning environment, including:

- *Pupil achievement, and progress toward meeting academic goals*
- *Progress in reducing dropout rates*
- *Expenditures per pupil and types of services funded*
- *Progress toward reducing class sizes and teaching loads*
- *The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence*
- *The quality and currency of textbooks and other instructional materials*
- *The availability of qualified personnel to provide counseling and other pupil support services*
- *The availability of qualified substitute teachers*
- *The safety, cleanliness, and adequacy of school facilities*
- *The adequacy of teacher evaluations and opportunities for professional improvement*
- *Classroom discipline and climate for learning, including suspension and expulsion rates*
- *Staff training and curriculum improvement*
- *The quality of instruction and school leadership*
- *The degree to which pupils are prepared to enter the work force*
- *The number of instructional minutes provided*
- *The number of minimum days scheduled.*

The School Accountability Report Card is available from:

<http://www.eusd.net/wp-content/uploads/2020/11/OK 2019 School Accountability Report Card CDE.pdf>

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Pr in ci pa l	Classro om Teacher	Other School Staff	Parent or Community Member
Jennifer Bond	X			
Brooke Bell				X
Joanie Corrales			X	
Julie Kusiak		X		
Jocelyn Leilani		X		
Stephanie Placek				X
Kate Reid				X
Chris Ann Sarver-Rosillo				X
	1	2	1	4

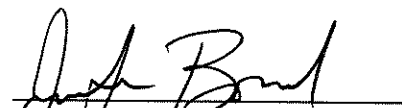
Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - ☐ School Advisory Committee for State Compensatory Education Programs
 - ☒ English Learner Advisory Committee
 - ☐ Community Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☒ Other (School Staff and PTA)
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on:

Attested:

Jennifer Bond
Typed name of school principal


Signature of school principal

11/30/2020
Date

Julie Kusiak
Typed name of SSC Chair


Signature of SSC Chair

11/30/2020
Date

2020-2021 School's Response to COVID-19 Pandemic

Ocean Knoll's COVID-19 Prevention Plan

Plan to address learning loss

As an IB World School, our commitment to holistic education is central to our SPSA. Focusing on inquiry and project based learning has maintained student engagement. The IB units of inquiry are, by design, cross curricular and spiral through the grade levels. This means students make and build deep connections across disciplines every year rather than relying on rote memorization. This also means that teachers have multiple points of assessment and remediation built into their teaching model. The character and learning skills taught explicitly throughout each IB unit of inquiry build a self of resilience and positivity that further aid in maintaining student engagement and autonomy.

Our teachers use Literably and Fountas and Pinnell as literacy assessments to determine students' reading levels. We also use these scores to inform our Tier 2 intervention groups. During our Hybrid Model, our reading intervention teachers work with students virtually during their at home days.

Additionally, the Core5 Lexia digital program differentiates reading instruction in six areas. Gaps in specific skills are addressed through the online program. Teachers are provided with resources that can be used strategically for individual and small-group instruction. The STAR reading assessment provides teachers with similar data aligned with the State Standards.

The iReady mathematics program uses information from an in-depth diagnostic to ascertain students' learning progression. Students are provided with independent and engaging interactive digital lessons that fill gaps in conceptual and procedural

learning.

Mental Health and Social Emotional Well-Being of staff and students

Our TRAC teacher provides bi-weekly in-person lessons to each class. In addition, our TRAC teacher works with small groups of students in a virtual setting during their at-home days. Our TRAC teacher sends out a bi-weekly newsletter to our families and communities to share the SEL work happening in classrooms and across the school. Additionally, our weekly school news broadcast focuses on relationship building and community connections. Parents share their cultural heritages and traditions and students share their stories and ideas through FlipGrid challenges. Through our partnership with Rady's Children's Hospital our students and their families are able to receive family therapy services.

Pupil Outreach and Engagement

Our teachers keep records of formal attendance (in person and at home) as well as daily student engagement in their asynchronous work through the LMS. When a student is not engaging with the learning, our teachers reach out to the student to discuss the situation. After that, the teachers will communicate with the parents to determine what supports are needed. From there, the teachers will involve the principal or other staff who are able to support the student and/or the situation. At our school, our TRAC teacher is often involved as an added layer of support to re-engage a student. Additionally, various staff members work as mentors to check in with students who are not engaged or struggling with their work.

State Data

SCHOOL PERFORMANCE OVERVIEW

Ocean Knoll Elementary

Explore the performance of Ocean Knoll Elementary under California's Accountability System.

Chronic Absenteeism



Green

Suspension Rate



Blue

English Learner Progress



No Performance Color

English Language Arts



Green

Mathematics



Blue

School Details

NAME

Ocean Knoll Elementary

ADDRESS

910 Melba Road
Encinitas, CA 92024-3901

WEBSITE

<http://www.eusd.k12.ca....>

GRADES SERVED

K-6

Student Population

Explore information about this school's student population.

Enrollment

650

Socioeconomically
Disadvantaged

33.2%

English Learners

22.2%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Green

**44.3 points above
standard**

Declined 3.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each
Color



[LEARN MORE](#)

Mathematics



Blue

**36.7 points above
standard**

Maintained 0.8 Points

EQUITY REPORT

Number of Student Groups in Each
Color



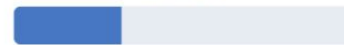
[LEARN MORE](#)

English Learner Progress

English Language Proficiency
Assessments for California
Results

Level 4 - Well Developed

31.7%



Level 3 - Moderately Developed

42.1%



Level 2 - Somewhat Developed

15.9%



Level 1 - Beginning Stage

10.3%



Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Green

**6.7% chronically
absent**

Declined 2.2% ▼

EQUITY REPORT

Number of Student Groups in Each
Color



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

**0.1% suspended at
least once**

Declined 0.3% ▼

EQUITY REPORT

Number of Student Groups in Each
Color



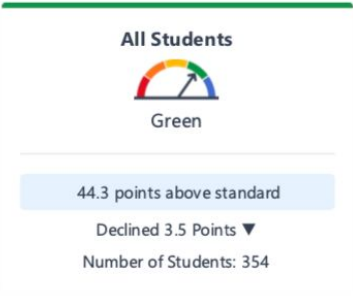
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

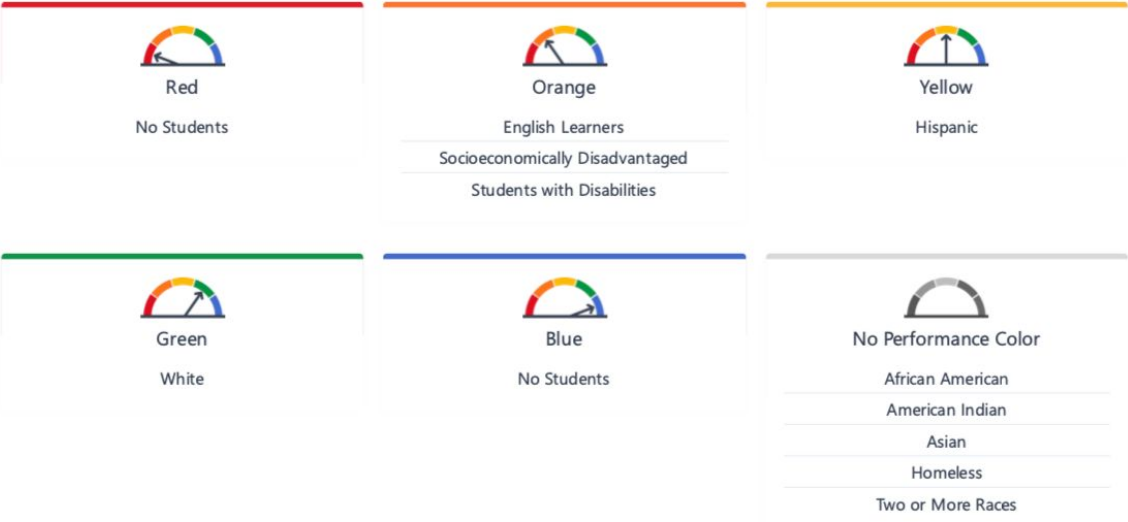
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

107.7 points above standard

Declined 5.1 Points ▼

Number of Students: 13

English Learners



Orange

26 points below standard

Declined 7.4 Points ▼

Number of Students: 107

Socioeconomically Disadvantaged



Orange

10.5 points below standard

Maintained 2.4 Points

Number of Students: 128

Students with Disabilities



Orange

31.2 points below standard

Declined 16.2 Points ▼

Number of Students: 57

Hispanic



Yellow

5 points below standard

Declined 5.4 Points ▼

Number of Students: 142

White



Green

75.3 points above standard

Declined 5.7 Points ▼

Number of Students: 191

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	47.8 points above standard	44.3 points above standard

English Language Arts Data Comparisons: English Learners

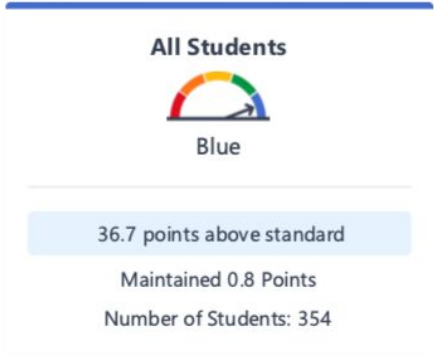
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
60.2 points below standard	54.2 points above standard	73.4 points above standard
Maintained 1 Points	Increased 17.3 Points ▲	Declined 4.7 Points ▼
Number of Students: 75	Number of Students: 32	Number of Students: 239

Mathematics

All Students

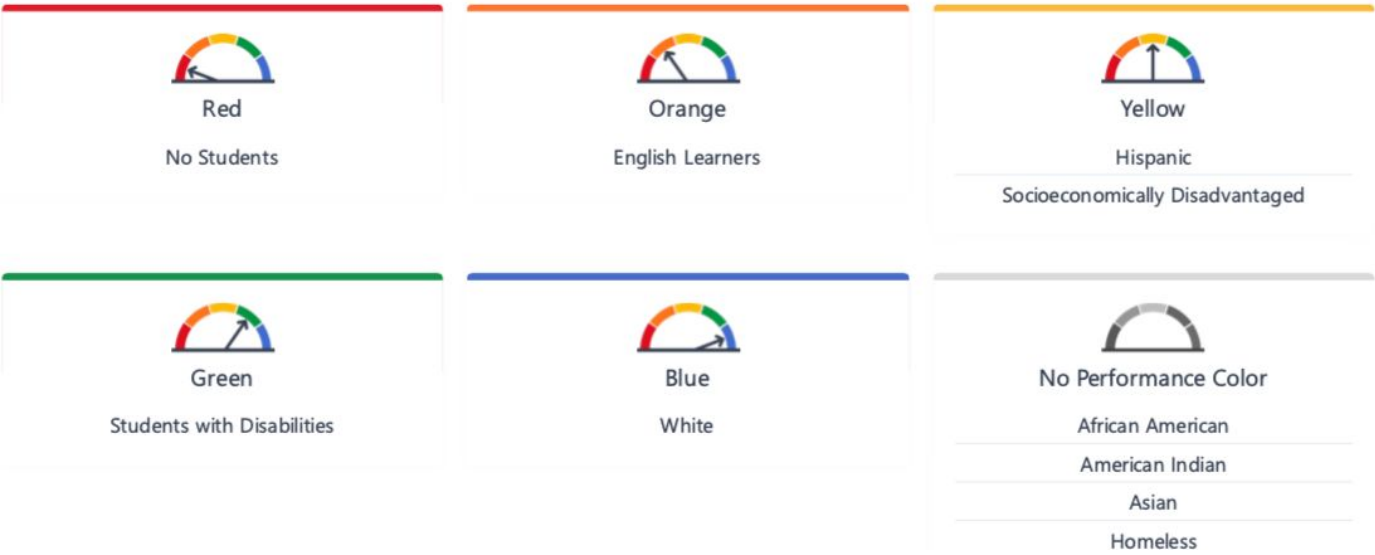
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

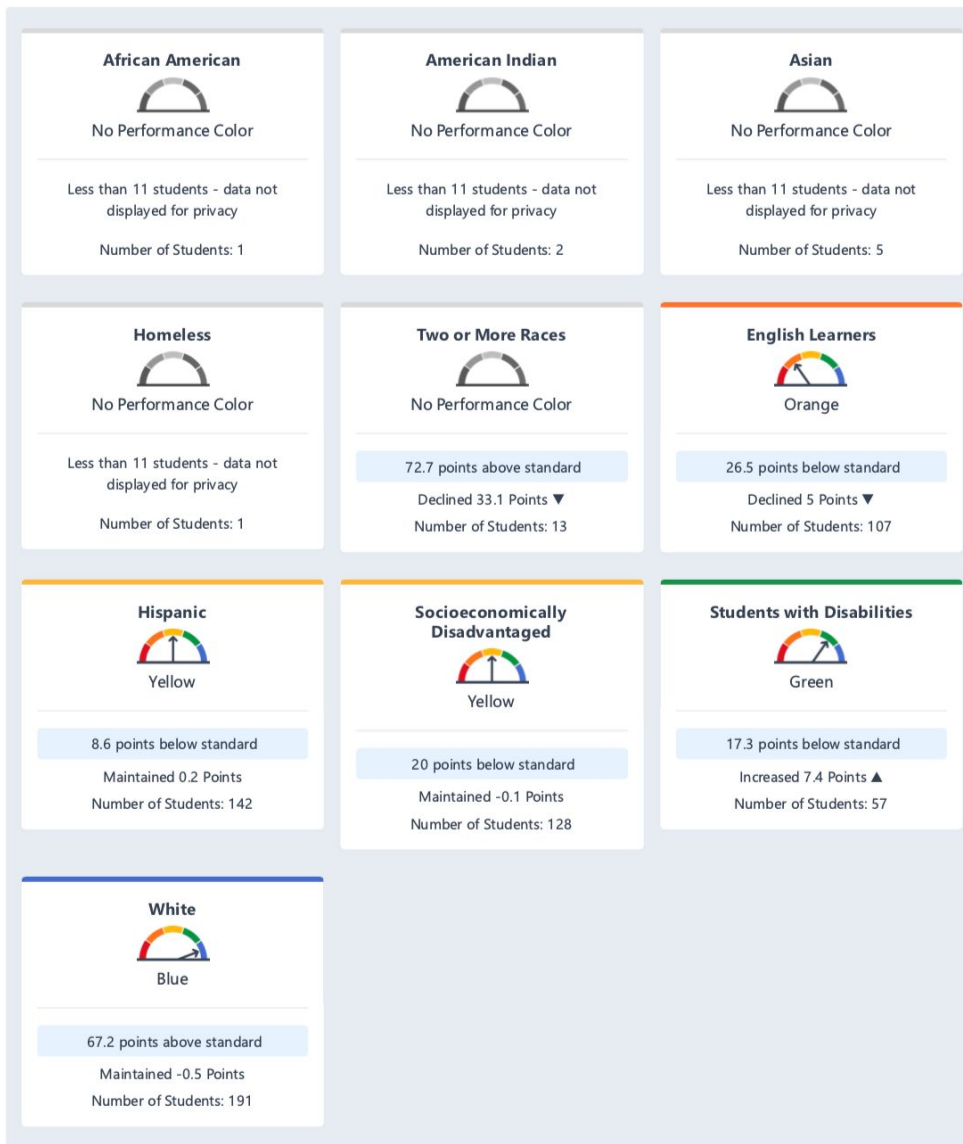


Student Group Details

All Student Groups by Performance Level

5 Total Student Groups





Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016 2016	2017 2017	2018 2018
All Students	N/A	35.9 points above standard	36.7 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
53.1 points below standard	35.8 points above standard	63.6 points above standard
Maintained 1.3 Points	Increased 15.2 Points ▲	Maintained 0.5 Points
Number of Students: 75	Number of Students: 32	Number of Students: 239

English Learner Progress

[LEARN MORE](#)

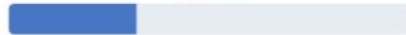
English Learner Progress

English Language Proficiency Assessments
for California Results

Number of Students: 145

Level 4 - Well Developed

31.7%



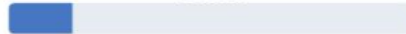
Level 3 - Moderately Developed

42.1%



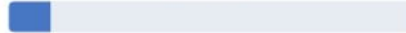
Level 2 - Somewhat Developed

15.9%



Level 1 - Beginning Stage

10.3%



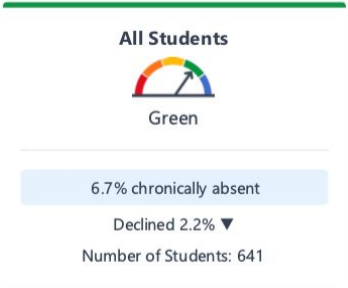
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

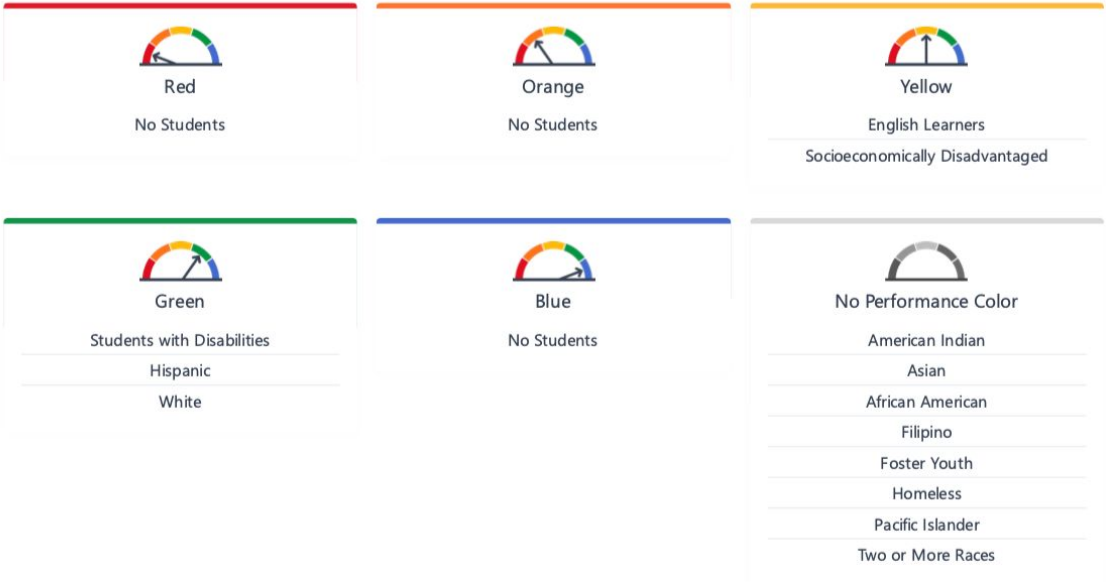
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 11

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

4.2% chronically absent

Declined 3.8% ▼

Number of Students: 24

English Learners



Yellow

11.1% chronically absent

Declined 1.5% ▼

Number of Students: 144

Socioeconomically Disadvantaged



Yellow

12.2% chronically absent

Declined 1% ▼

Number of Students: 222

Students with Disabilities



Green

9% chronically absent

Declined 1% ▼

Number of Students: 89

Hispanic



Green

10% chronically absent

Declined 1.9% ▼

Number of Students: 250

White



Green

4.9% chronically absent

Declined 2% ▼

Number of Students: 346

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

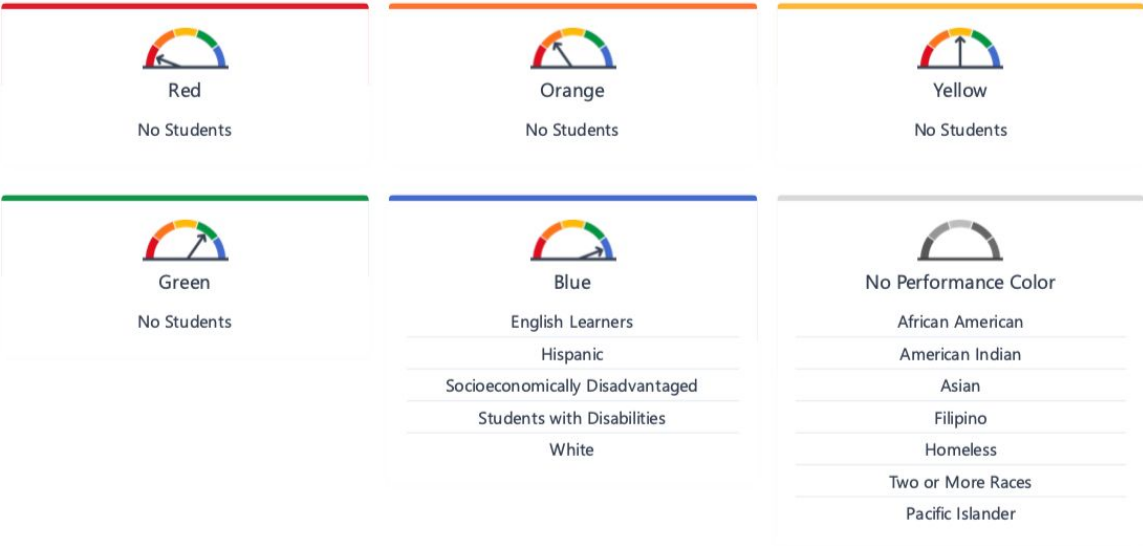
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

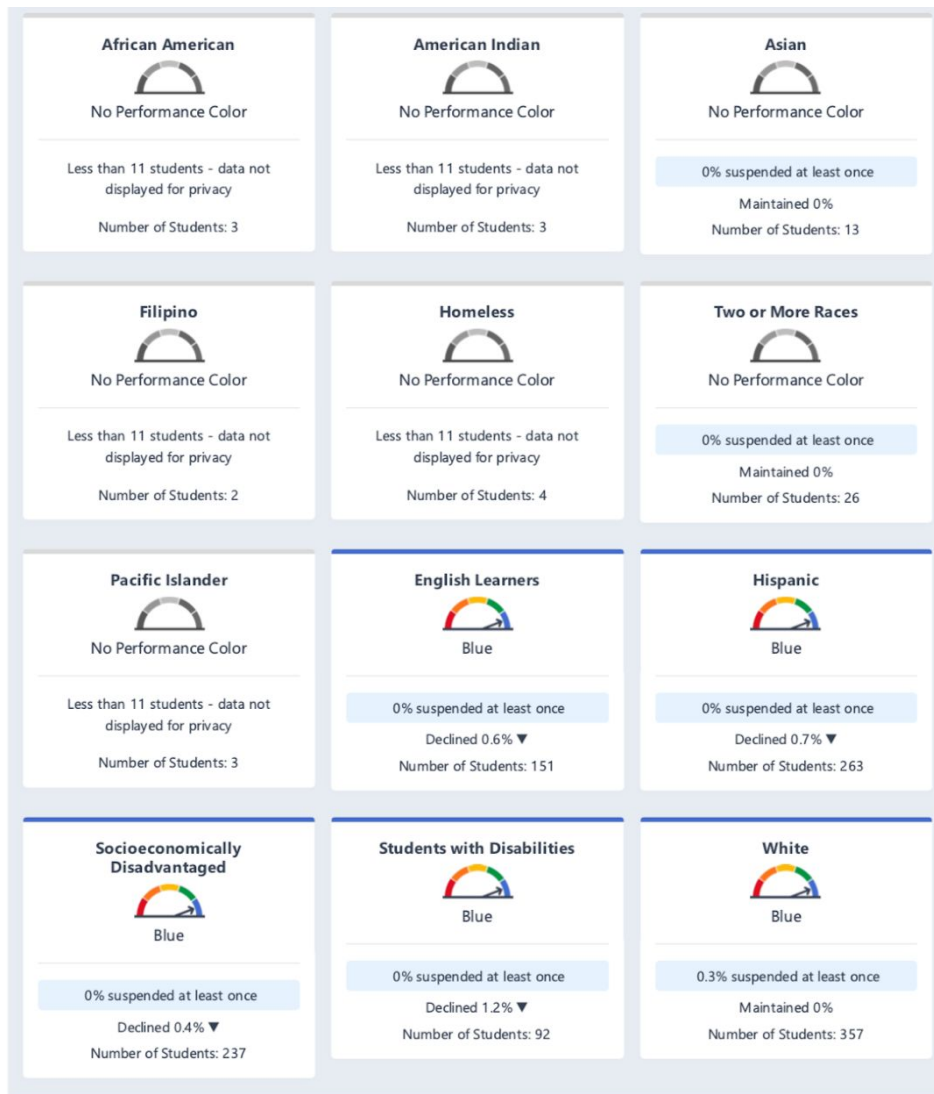


Student Group Details

All Student Groups by Performance Level

5 Total Student Groups





Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	0.6%	0.5%	0.1%

Local Data

Reading Intervention (Team Time) 155 students participate in Team Time during the 2018-2019 school year. (23% of students) Students performing below grade level in reading receive double dose of instruction in reading four times per week in grades K-3, three times per week in grades 4-6. Progress is assessed through running records & Literably assessments using Fountas & Pinnell research-based literacy intervention program.

Proficiency Levels

Red=	Far Below GL	>1 year below GL	
Orange=	Below GL	1 year below GL	
Yellow=	Approaching GL	<1 year below GL	
Green=	At GL	At grade Level	
Blue=	Above GL	Above grade level	

Kindergarten

27 students receiving intervention this year: 5 graduated as of 3/2019 = 19% improvement

Grade 1

28 students total 12 English Language Learners

Baseline F&P	Aug F&P	Oct F&P	Jan F&P	March F&P	June F&P
Red	62%	44%	33%	35%	
Orange	21%	24%	11%	0%	
Yellow	17%	32%	37%	15%	
Green	0%	0%	19%	46%	
Blue	0%	0%	0%	0%	

Grade 2

31 students total 15 English Language Learners

Baseline F&P		Aug F&P	Oct F&P	Jan F&P	Mar F&P	June F&P
Red	100%	36%	42%	22%	10%	
Orange	0%	12%	8%	15%	14%	
Yellow	0%	52%	46%	26%	17%	
Green	0%	0%	4%	37%	59%	
Blue	0%	0%	0%	0%	0%	

Grade 3

18 students total 8 English Language Learners

Baseline F&P		Aug F&P	Oct F&P	Jan F&P	March F&P	June F&P
Red	100%	28%	29%	29%	19%	
Orange	0%	17%	12%	6%	19%	
Yellow	0%	50%	47%	53%	56%	
Green	0%	0%	6%	12%	13%	
Blue	0%	0%	0%	0%	0%	

Grade 4

17 students total 13 English Language Learners

Baseline F&P		Aug F&P	Oct F&P	Jan F&P	Mar F&P	June F&P
--------------	--	---------	---------	---------	---------	----------

Red	100%	50%	31%	30%		
Orange	0%	7%	8%	0%		
Yellow	0%	36%	38%	35%		
Green	0%	7%	23%	35%		
Blue	0%	0%	0%	0%		

Grade 5

19 students total 6 English Language Learners

Baseline F&P		Aug F&P	Oct F&P	Jan F&P	Mar F&P	June F&P
Red		53%	47%	41%	16%	
Orange		24%	12%	18%	16%	
Yellow		6%	24%	18%	16%	
Green		18%	18%	23%	52%	
Blue		0%	0%	0%	0%	

Grade 6

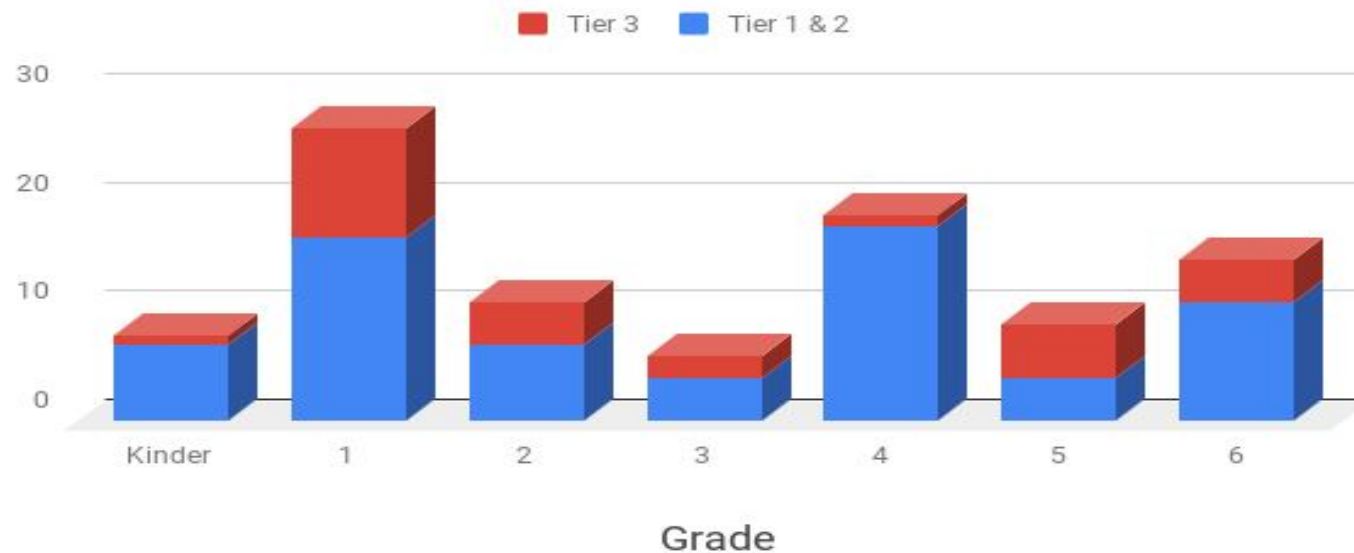
15 students total 11 English Language Learners

Baseline F&P		Aug F&P	Oct F&P	Jan F&P	March F&P	June F&P
Red	100%	40%	40%	44%	27%	
Orange	0%	0%	0%	0%	0%	
Yellow	0%	27%	27%	28%	27%	
Green	0%	33%	33%	28%	46%	
Blue	0%	0%	0%	0%	0%	

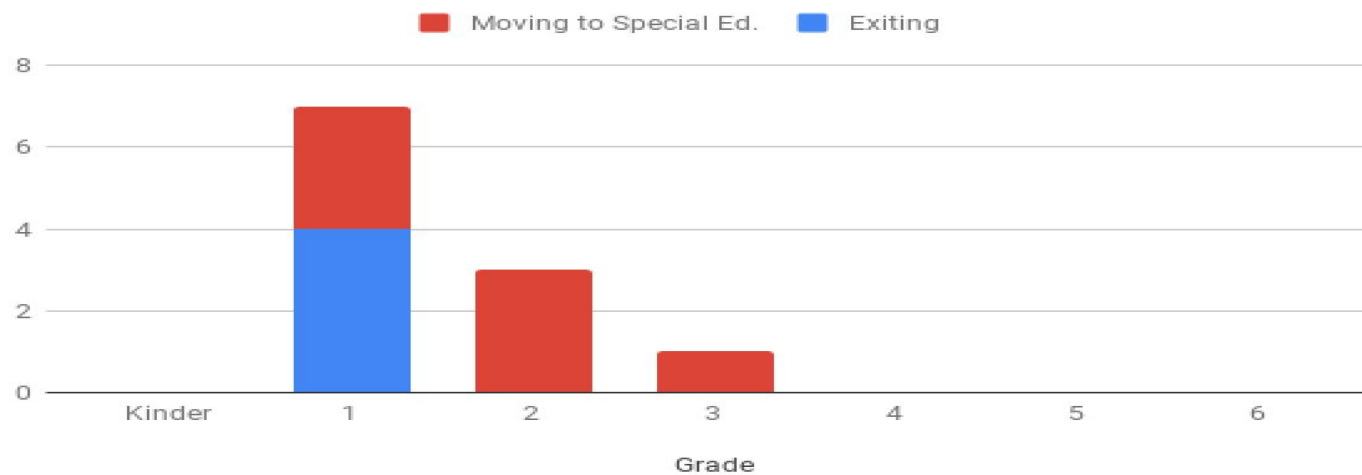
Databased Consultative Interaction Program (DBCI) 95 students are in DBCI during 2018-2019 school year. (14% of students) 26 students receive Tier 3 Intensive Intervention (4% of students)

Databased Consultative Interaction Program is a safety net designed to identify and support students who are not progressing academically or social-emotionally. These students who are not meeting academic or behavior standards will receive tiered interventions and consistent monitoring to support them in meeting proficiency in all areas.

Students Monitored in DBCI



Students Exiting DBCI or Moving to Special Ed.



Kindergarten

8 students in DBCI this year
1 receiving Tier 3 Interventions

Grade 1

27 students in DBCI this year
4 have exited
10 receiving Tier 3 Intensive Intervention
3 students moved to Special Education

Grade 2

11 students in DBCI this year
4 receiving Tier 3 Intensive Intervention
3 students moved to Special Education

Grade 3

6 students in DBCI this year
2 receiving Tier 3 Intensive Intervention
1 student moved to Special Education

Grade 4

19 students in DBCI this year
1 receiving Tier 3 Intensive Intervention

Grade 5

9 students in DBCI this year
5 receiving Tier 3 Intensive Intervention

Grade 6

15 students in DBCI this year
4 students receiving Tier 3 Intensive Intervention

EUSD LCAP and SPSA Alignment

EUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.



EUSD LCAP Goals 2017-20

GOAL
1

Demonstrate high levels of learning in English Language Arts, Math, Science and History/ Social Science

GOAL
2

Foster parent, staff and community engagement by involving them in District activities and keeping them informed through various communication forms in order to enhance learning

GOAL
3

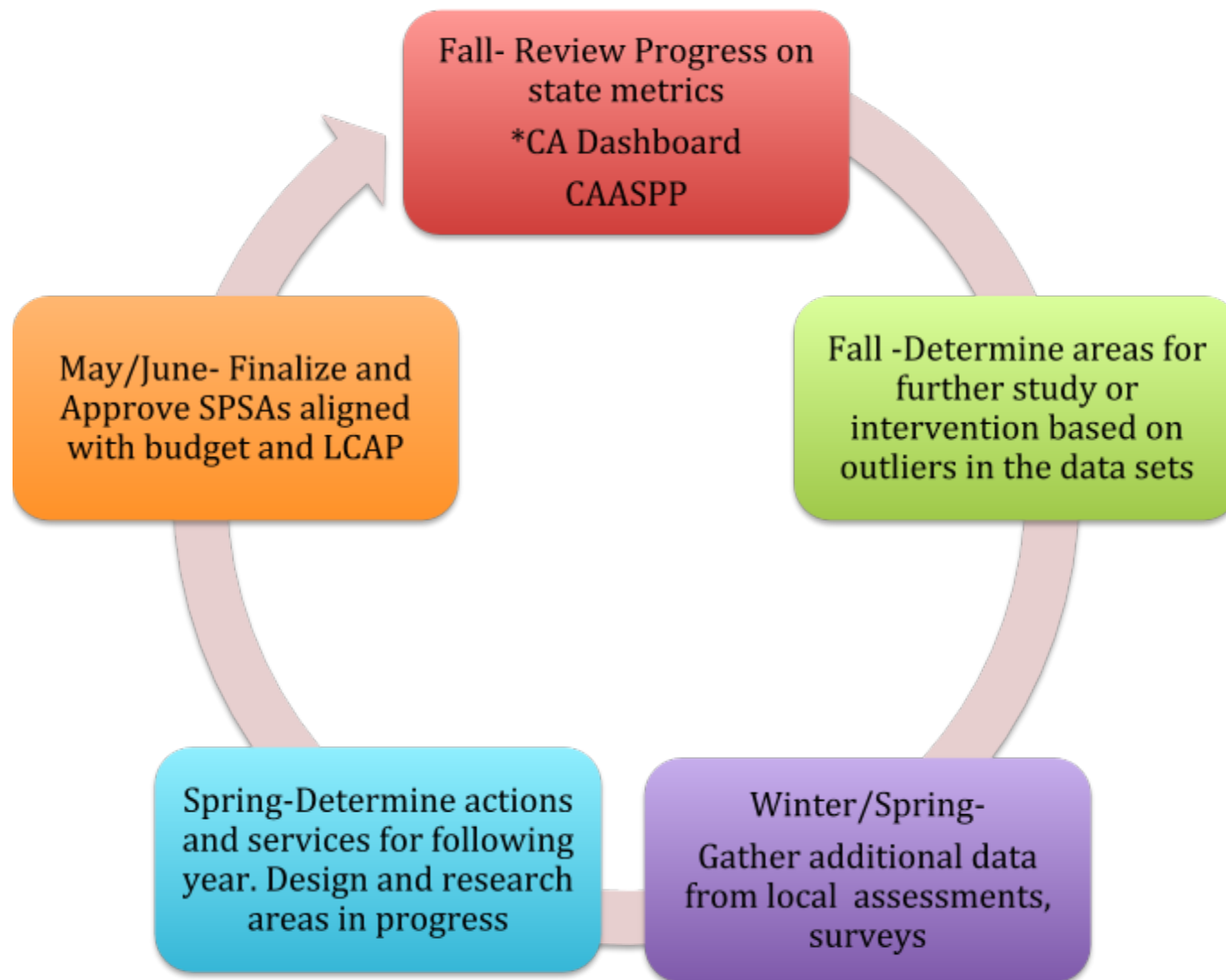
Improve and maintain safe, green and innovative learning environments and promote health and wellness

GOAL
4

Train and retain highly qualified staff to facilitate the personal and academic success of each student

GOAL
5

Ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.



Timeline is aligned to state timeline

Analysis of 2017-2018

GOAL #1 -

Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.

District Areas of Focus:

- Teacher training and support for curricular design and adjustment
- English Language Learner Support TOSA
- Learning Management System and Digital Tools to support collaboration
- Class size support for social and emotional needs of students
- Principal Support
- Community Liaison
- CAASPP Testing Infrastructure and Tools
- English Language Learner Development Support Plan
- Educational Base Program
- Summer Support (EL, Sped, Enrichment)
- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST scores
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

Met Expectancies ____

State and local measures show that students are meeting or beating expectations in the different content areas. Based on the CELDT assessment, our students who are English Learners did not make adequate yearly progress in English language proficiency. Our local data shows that our students who are English learners are progressing in reading. Our goal this year is to research how we can better ensure that students make at least one-year's growth each year in their proficiency in English.

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Resource allocations to support this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will attend and implement conceptual based pedagogy training in mathematics through Juli Dixon and/or CGI training.	August 2018 – June 2019	\$26,000 training Dixon CGI Training (TBD) Sub costs per teacher	District Funds
All teachers will participate in weekly grade level collaboration, bi-monthly staff collaboration and monthly professional development.	August 2018 – June 2019	Cost for Enrichment Teachers District = \$148,903.75 (1.5 DETs, 4 SETs @ 40%) Site Donations = \$126,892.50 (4 SETs @ 60%, 1 SPST)	Site Donations and District Funds
Students who are English learners will receive designated instruction in English language development. Additionally, all teachers will receive support in integrating English language development instruction. In addition, parents will be kept informed of student progress and have a main point of contact in order to ensure a strong home/school connection.	August 2018 – June 2019	English Language Development ToSA \$82,404	Title I and Supplemental Concentration Funds
All teachers will receive curricular coaching to develop and deliver International Baccalaureate Units of Inquiry. <i>IB Coordinator took another position. Unable to fill position due to budget & impact on classrooms</i>	August 2018 – June 2019	International Baccalaureate/Intervention Coordinator \$93,426	Title I Funds

All students will receive a double dose of differentiated instruction in Reading/English Language Arts utilizing research-based programs and additional teaching staff to provide targeted instruction across each grade level to each grouping of students.	August 2018 – June 2019	Intervention Specialists \$60,000 (4 SPSTs)	Supplemental Concentration Funds
Databased Consultative Interaction Program will be implemented as a safety net for all students. Students not meeting academic or behavior standards will receive tiered interventions and consistent monitoring to support them in meeting proficiency in all areas.	August 2018 – June 2019	Tier 3 Intervention Specialist \$15,000 (1 SPST)	Supplemental Concentration Funds
All students will receive weekly story time and book/library resource check out along with lessons in informational literacy.	August 2018 – June 2019	Library Media Aide District Funds \$2,800 Site Donations	Site and District Funds
All teachers will participate in a study on homework. They will reflect on their current practices and make enhancements where needed with the goal of creating an aligned school homework policy.	August 2018 – June 2019	None	
All teachers will receive training and support from district provided teacher on special assignment (TOSA) focused on highly effective instructional practices and instructional resources.	August 2018 – June 2019	District Funds	District Funds

Analysis of 2017-2018

GOAL #2-

Our site will foster parent, staff and community engagement by involving them in school activities and keeping them informed through various communication forms in order to enhance learning.

District Areas of Focus:

- Social Media and Website Access and Use
- Parent/Teacher System for Communication- PowerSchool
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Met Expectancies _____

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Monthly Principal's Chat will be calendared and held (*Topics to include how to support your child in the different content areas, use of digital tools, how to monitor your child's progress, IB, green initiatives, school safety plan) <i>Held 3 Principal Chats.</i>	August 2018 – June 2019	\$400 Site Donations	Site Funds
Teachers will share data with parents twice a year at parent teacher conferences.	August 2018 – June 2019	None	
Teachers will utilize Literably to monitor reading progress three times per year	August 2018 – June 2019	\$32,000	District Funds
English Learner Advisory Council will offer monthly parent focusing on topics of parent interest and in support of students who are learning English.	August 2018 – June 2019	\$500 Site Funds \$500 PTA Funds	Title I and PTA Funds
PTA and ELAC will sponsor family events throughout the year such as Back to School Picnic and Fiesta	August 2018 – June 2019	\$5,000 (TBD)	PTA Funds
School will provide opportunities for parents to attend informational presentations such as Back to School Night and Open House	August 2018 – June 2019	None	

Principal will use Parent Link & Peachjar to provide parents current information and updates via email, voicemail and text messages	August 2018 – June 2019	District Funds	District Funds
School will maintain and update school website & teachers will maintain and update class or grade level websites in order to keep parents informed of what students are learning and to give parents suggestions on how to support at home.	August 2018 – June 2019	District Provided Resource	District Funds
PTA will distribute a weekly PTA Newsletter through email and make weekly posts using Facebook/Twitter in order to keep parents and community abreast of current events at the school.	August 2018 – June 2019	None	None
All parent volunteers will participate in a training so that they know research-based strategies for assisting students in the subject areas, classroom management strategies, confidentiality requirements, and safety procedures.	August 2018 – October 2018	\$200	PTA Funds

Analysis of 2017-2018

GOAL #3 -

Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.

District Areas of Focus:

- School Safety Planning
- Environmental Sustainability
- Technology Infrastructure
- DREAMS/Farm Lab
- Site and District Green Team Support
- Facility Modernization and Improvements
- Personalized learning environment
- Enrichment Programs

Indicators used by the site to analyze progress:

- FIT report
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data

Met Expectancies ____

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Safety drills, walks and audits will be done regularly	August 2018 – June 2019	None	
All staff will participate in safety trainings. <ul style="list-style-type: none"> - Ensure CPR Team & CPI Team are up to date on trainings and review procedures regularly 	August 2018 – June 2019	District Funds	District Funds
Safety procedures will be reviewed at regular intervals, including plans for improvement.	August 2018 – June 2019	None	
Parent information sessions on school safety and digital literacy. <i>Implemented parent info session on digital literacy. Did not implement parents session on school safety.</i>	August 2018 – June 2019	\$1,000	PTA Funds
Students programs will provide opportunities to participate in Green initiatives such as Green Team, Junior Master Gardeners, SWPPP, Recycling is OK Team	August 2018 – June 2019	Varies	Site and District Funds

Analysis of 2017-2018

GOAL #4 -

Our site will train and retain highly qualified staff.

District Areas of Focus:

- **Staff compensation**
- **Technology support**
- **New Teacher Support**
- **Dual Language Teacher Support**
- **Professional development for all staff**

Indicators used by the site to analyze progress:

- **Personalized Professional Development Plans and Implementation**
- **Staff surveys**
- **PD reflections**

Met Expectancies ____

Expectancies Not Met* _____

*** Intervention plan to focus on:**

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Personalized Professional Development.	October 2018 – June 2019	\$500/teacher	District Funds
Four teachers will attend the International Baccalaureate's 4-day workshop on assessment and present their learning to the staff. <i>IB Coordinator took another position. Unable to fill position due to budget & impact on classrooms</i>	August 2018 – June 2019	\$1,500/teacher	Site Donation Funds
First Friday Professional Development from district and site	August 2018 – June 2019	None	
Ongoing training and support from District Teacher on Special Assignment (ToSA) and ELD ToSA.	August 2018 – June 2019	<i>Duplicate from Goal 1</i> District Funds, English Language Development ToSA \$82,404	District, Title I, and Supplemental Concentration Funds
Ongoing training and support from The International Baccalaureate Coordinator ensuring the teachers and school curriculum meet all 72 International Baccalaureate Standards and Practices. <i>IB Coordinator took another position. Unable to fill position due to budget & impact on classrooms</i>	August 2018 – June 2019	<i>Duplicate from Goal 1</i> International Baccalaureate/Intervention Coordinator \$93,426,	Title I Funds

Analysis of 2017-2018

GOAL #5 -

Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

District Areas of Focus:

- Technology Refresh Cycle
- Personalized learning opportunities
- English Language Development and Support
- Access to learning and materials year round
- Learning resource materials
- Personalized learning for advanced learners
- Personalized learning for special education students

Indicators used by the site to analyze progress:

- Response to intervention progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indicators including Distance from 3 and sub-group movement

Met Expectancies _____

Expectancies Not Met* _____

*** Intervention plan to focus on:**

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2018 – June 2019	None	
Students will participate in project-based learning opportunities with an effort to utilize outdoor learning spaces.	August 2018 – June 2019	None	
<p>All teachers will participate in a research/development study of math with the goal of designing an aligned program for intervention. They will identify the critical prerequisite skills needed to access the next grade level's math concepts. Those prerequisite skills will be the guidelines for targeted math intervention.</p> <p>Action Changed due to formation of math committee to adopt new textbook</p>	August 2018 – June 2019	None	
Through use of Lexia online reading program, students will work independently to develop their critical reading skills through individualized, motivating learning paths. All students, regardless of	August 2018 – June 2019	\$8,000	Title I Funds

their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require one-on-one support.			
Databased Consultative Interaction Program will be implemented as a safety net for all students. Students not meeting academic or behavior standards will receive tiered interventions and consistent monitoring to support them in meeting proficiency in all areas.	August 2018 – June 2019	<i>Duplicate from Goal 1</i> Tier 3 Intervention Specialist \$15,000 (1 SPST)	Supplemental Concentration Funds
All students will receive a double dose of differentiated instruction in Reading/English Language Arts utilizing research-based programs and additional teaching staff to provide targeted instruction across each grade level to each grouping of students.	August 2018 – June 2019	<i>Duplicate from Goal 1</i> Intervention Specialists \$60,000 (4 SPSTs)	Supplemental Concentration Funds

Add TRAC

Add Math PD for iReady

Potential Site Areas for Design and Research based on analysis:

Goal 1 - How do we progress monitor student learning to ensure progress in learning at all levels?

Goal 1 - How do we ensure that students learning English make at least one-year's growth in language development?

Goal 5 - How do we best personalize learning for all students; including students who are advanced learners, student interest and passion?

