## ENCINITAS UNION SCHOOL DISTRICT LA COSTA HEIGHTS ELEMENTARY SCHOOL



#### SINGLE PLAN FOR STUDENT ACHIEVEMENT November 2020

37 68080 6106132 CDS Code

Date of this revision: November 2020

This *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students and improve the school's educational program.

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

Contact Person: Christie Kay Position: Principal

Telephone Number: (760) 944-4375

Address: 3035 Levante Street

Carlsbad, CA 92009

E-mail Address: christie.kay@eusd.net

# <u>BACKGROUND</u> INFORMATION

#### Mission:

Inspiring Learners, Empowering Leaders



#### School Vision:

La Costa Heights will be known as a school where children come first. We will be a school of teacher leaders who work collaboratively to create an atmosphere which holds high expectations for all students, and where each child feels valued for his/her individual strengths. We will welcome the collaborative efforts of staff, parents, and community members to provide unique and challenging programs for our students.

La Costa Heights' students will be immersed in a thinking, meaning-centered curriculum, which demonstrates relevance to their lives, provides in-depth experiences in all curricular areas, and provides a firm foundation for future learning. Students will be immersed in the technological world, which will build strong skills and enhance thinking and learning. Each child will develop as a whole person and advance his/her own creativity. Instruction will recognize developmental stages and individual differences, giving students the skills to problem-solve and make choices. Students will learn to appreciate diversity in people and experiences through the instruction of life skills incorporating honesty, teamwork, perseverance, and self-reliance.

As a child-centered school, we will value student leadership. Students' individual and collective perspectives and actions will influence learning, policies, programs, contexts, and principles. We will take pride and ownership in sharing a commitment and responsibility for educating our students and preparing them for higher learning. Working as a team,

we will continue on our quest of our vision: students, teachers, parents, and community members working collaboratively at La Costa Heights to create an atmosphere where learning reaches new heights.

#### **School Profile:**

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. Although located in the city of Carlsbad, La Costa Heights Elementary is one of nine schools in the impressive Encinitas Union School District. All of the District's schools have been recognized as California Distinguished Schools, and La Costa Heights has also been recognized as a National Blue Ribbon School and recently as a California Gold Ribbon School. In addition La Costa Heights was recognized in 2018 as a California Civics Award School of Merit, in 2019 as a California Civics Award School of Distinction, and in 2020 as a California Civics Award School of Excellence.

We offer a full academic program from kindergarten through sixth grade to approximately 700 students. Children explore and demonstrate their abilities through challenging academic activities as well as creative art, music, performance, PE, and science lab.

School hours are extended Monday through Thursday to allow for weekly modified days on Friday. These days serve as collaboration days for the staff to meet as grade levels, in vertical teams, or to partake in professional development. Conversations center around student needs and decisions are made based on formative data analysis. Modified Fridays are also used to align CCSS with curriculum, review current research, establish performance standards, collaborate and create grade level formative and summative assessments, and share effective instructional strategies that are assessed through multiple measures.

La Costa Heights has adopted The Leader in Me Program. Every staff member on campus has been trained in the 7 Habits of Highly Effective People. We believe that every staff member and every student on our campus is a leader, and we will help everyone find the leader inside themselves. With this cultural perspective, we are positively impacting all children we serve in all capacities. As we continue this implementation, we are bringing more parents in to be actively involved with bringing out the leader in all our students.

La Costa Heights has an active volunteer base. Volunteers regularly serve on the PTA (Parent Teacher Association), ELAC (English Learner Advisory Committee), SSC (School Site Council), EEF (Encinitas Education Foundation), and various committees such as kindness, wellness, green team, and garden. Volunteers also help to support students in classrooms and assist in school activities.

The teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. We offer a variety of choices for after-school enrichment including band, art, chess club, Spanish, Mandarin, reading, engineering, science, lacrosse, golf, and karate. For struggling students, we provide intervention assistance both during the day and after school through the research-based programs such as Fountas & Pinnell Leveled Literacy Intervention, Read Naturally, ST Math, and Imagine Learning. Our school facilities are also used by community organizations such as Robotics Club and Scouts.

## <u>Demographics</u>

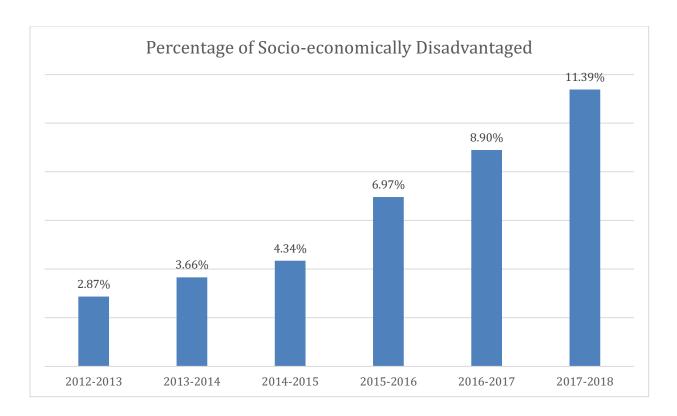
## **Enrollment**

### **School Demographics**

Student Group	Total	Percentage
English Learners	26	3.8%
Socioeconomically Disadvantaged	72	10.4%
Students with Disabilities	78	11.3%

Race/Ethnicity	Total	Percentage
African American	8	1.2%
American Indian	4	0.6%
Asian	54	7.8%
Filipino	13	1.9%
Hispanic	94	13.6%
Two or More Races	25	3.6%
Pacific Islander	1	0.1%
White	491	71.2%

### Socio-economically Disadvantaged Population Rate (per Illuminate Data)



#### **Programs at LCH**

#### The Leader in Me

#### What is The Leader In Me?

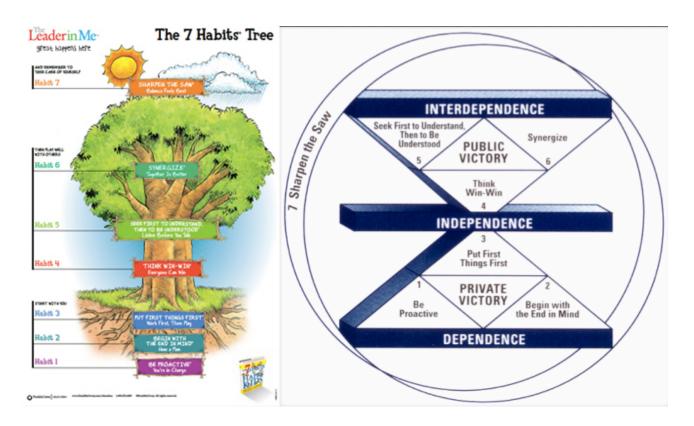
<sup>&</sup>quot;Based on The 7 Habits of Highly Effective People, The Leader In Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy." (www.leaderinme.org)

#### A Common Language: The 7 Habits

"When everyone – teachers, students, and parents – begin using the same language, you get a compound-interest effect that is truly amazing. The 7 Habits create that common language. For example, what a difference it makes when everyone knows what it means to 'put first things first' or to 'seek first to understand' or to 'be proactive.' Leader In Me Schools often find their students using the language among themselves and with their parents: 'I need to put first things first and do my homework before I play'..." (www.leaderinme.org)

#### What does this mean at La Costa Heights?

We teach every child the 7 Habits and support our students practicing and engaging in the habits on a daily basis. There are core paradigms that we believe for every child. These paradigms support us reaching for the stars for every single child and believing to our core that we are setting our students up to be leaders for their entire lives.



#### Mission Statements

Every week we recite our mission statement during our Monday Morning Announcements. All classrooms and grade level teams develop mission statements that are displayed in their classrooms and in the media center. Students across campus develop personal mission statements.

#### Leadership Day

This is a day our students host annually where we celebrate the leadership that happens across our campus and within our classrooms. Students are enthusiastic participants as it is their time to shine as the hosts for the day. Families and community members are all invited to come to this event, typically held on a Friday in the Spring.

#### **Leadership Notebooks**

All students have leadership notebooks. They are an important part of our students' learning. These are tools and data used by students to set and help achieve academic goals and personal goals. The notebooks include things such as goal sheets, mission statements, data tracking, leadership reflections, and more. Each grade level's leadership notebooks are different according to their students' needs.

#### Student Led Parent Teacher Conferences

In the spring, all our parent teacher conferences are student led. The leadership notebooks students develop throughout the year drive much of the conversation and the agenda for the conference. This is a highlight of the year as it gives students a voice and ownership over their learning and their progress in all areas.

#### **Student Action Teams**

We have a variety of student action teams that contribute to our school and provide leadership opportunities to students. Staff and parents help to facilitate this action teams. Some meet throughout the year and some meet for project specific objectives.

#### Wheel

La Costa Heights offers "wheel" to all of our students every week. This unique enrichment program enhances the education for all our students. Weekly, our students rotate through four different 35 minute classes during wheel. They include:

Science Lab Visual and Performing Arts Physical Education Spanish

While our students are in these enrichment classes our grade level teachers spend time collaborating on curriculum and instruction. Teachers work on developing lessons and units aligned to our standards, creating and calibrating with student assessments, developing learning plans for students with unique needs, and more. This time is extraordinarily valuable and absolutely contributes directly to the success of our students at all grade levels.

#### **Team Time**

In kindergarten and first grade our students participate in team time for additional instruction in reading language arts. Students are regrouped across the entire grade level differentiated and based on academic needs for approximately 30 minutes four days per week. Site Support Teachers participate in team time to lower the class sizes and support student learning.

#### **SOAR**

SOAR stands for Sharing Our Acceptance and Respect. This is a disability awareness and training program for elementary students. Many sixth graders volunteered to be a part of this unique and special program – learning about disabilities so they can support and encourage classmates with disabilities.

#### **SWPPP**

The California Regional Water Quality Control Board has regulations requiring districts to enact best practices relating to stormwater runoff originating from schools. To address this need while providing a meaningful educational experience,

we include our 6th grade students to create and implement this document. This science-based program engages students in deep understanding of the impact stormwater runoff has in our community. The production of a SWPPP develops a skillset for future learning and career planning for water quality management.

The Stormwater Pollution Prevention class meets weekly for students to actually implement the SWPPP last year's sixth grade students created. The continuation of work this year, moving from planning to implementation, is providing a unique and innovative opportunity for true civic responsibility for our students. In no other program will you find students making a substantial impact on their community while learning with extraordinarily rigorous content.

Our students in their program are our scientists, making a positive impact in the community through their research, data collection and analysis, work they are doing, and the education they are providing to the school community through outreach.

#### **School Accountability Report Card (SARC)**

The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress toward achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

http://www.eusd.net/school-accountability2/

### 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent/ Guardian Member
Christie Kay	Х			
Lissa Dawson		Χ		
Nancy Miksad		X		
Chris Noonan		X		
Sue Bartshe			X	
Jeff Charles				Х
Joakim Parker				X
Brady Parr				Х
Sara Santos				Х
Kammy Singhal				Х
Numbers of members of each category	1	3	1	5

#### COVID-19 - Learning Continuity & Attendance Plan

In March of 2020 La Costa Heights shifted to distance learning for the remainder of the school year. The 2020-2021 school year started with a full distance learning and then shifted to a Hybrid Model of learning on September 21st. Students attend two days a week of in person learning.

#### **Pupil Learning Loss**

Our teachers use ESGI, Literably, DRA, Renaissance Learning STAR, Fountas & Pinnell, and iReady Diagnostic as literacy assessments to determine students' reading levels. Data is used to inform our Tier 2 Intervention groups and student progress at all academic levels. During our Hybrid Learning Model, our reading intervention teachers work with students virtually during their at home days. Some tier 2 and tier 3 students may be invited to come in for additional in person learning support during their at home days.

Our Intervention staff are also supporting individual students as mentors and check in support during at home days. These supports are customized for the individual student based on need.

#### Mental Health & Social Emotional Well-Being of Staff and Students

Our TRAC teacher provides in person lessons to all classes every other week. Due to the hybrid model, TRAC teacher lessons are provided to both the A students and the B students weekly – and as such each class has two scheduled days/times.

In addition, our TRAC teacher works with small groups of students in a virtual setting during their at home days. Our TRAC teacher records weekly video messages for students – and these are included in the weekly video Morning Announcements.

As needed, our TRAC teacher provides in person support for students who may need that support while on campus. Collaboration and communication with teachers, parents, and other school staff regularly to ensure student needs are being met.

#### **Pupil Engagement and Outreach**

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 in their asynchronous work through the LMS. When a student is not engaging with the learning, our teachers reach out to the students 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 and/or intervention staff are often involved as an added layer of support to re-engage a student.

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<u>HERE</u> is a link to our **COVID-19 Prevention Plan** (previously known as the "Safe Reopening Plan for K-12 Schools")

### Signature Page

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:

- The school site council is correctly consisted and was formed in accordance with district governing board policy and state law.
- 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 committee	es before adopting this plan:
	School Staff (via staff meetings)
	La Costa Heights Parents (via input at SSC meetings)
	La Costa Heights EL Parents (via input at ELAC meetings)

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.

La Costa Heights Students (via Student Leadership Participation

- 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. The school site council adopted this school plan on November 30, 2020.

Attested:			
Christie Kay	(hud)		11.30-2020
School Principal	Signature of School Principal	Date	
Sue Bartshe SSC Chairperson	Signature of SSC Chairperson	_	1/ 30-2020 Date



# La Costa Heights Elementary

## A Leadership School

**3035 Levante Street • Carlsbad • CA • 92009 • (760)944-4375** *A California Gold Ribbon School* • *A Leader In Me Lighthouse School* 

### La Costa Heights School Site Council Bylaws

Approved: September 26, 2019

#### <u>Article I</u>

**Duties of the School Site Council** 

The School Site Council shall carry out the following duties:

- Obtain recommendations for, and review of the proposed School Plan for Student Achievement from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.
- Make modifications to the plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, and at each semester, evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

#### <u>Article II</u> Members

#### Section A: Composition (per AB 716)

The School Site Council shall be composed of 10 members, elected by their peers, as follows:

3 Classroom teachers	5	Parents/community members
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1	School personnel who are not teachers		
1	Principal		
5	TOTAL	5	TOTAL

Elected parent representative may be employees of the school district as long as they are not employed at La Costa Heights.

#### Section B: Term of Office

School Site Council members shall be elected for a 2 year term. Elections for parent/community members shall be held in May or June. Elections for staff shall be held in August or September. At the first regular meeting of the School Site Council each school year, each members' current term of office shall be recorded in the minutes of the meeting.

#### Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the School Site Council. Absentee ballots shall not be permitted.

#### Section D: Termination of Membership

The School Site Council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member of the following reasons:

- The member can no longer uphold the duties for which they were elected.
- The community member no longer has a student enrolled at the school.
- The member is absent from all regular meetings for a period of two consecutive meetings or for persistent failure to fulfill responsibilities.

Any member may terminate his or her membership by submitting a written letter of resignation to the School Site Council chairperson.

#### Section E: Transfer of Membership

Membership on the School Site Council may not be assigned or transferred.

#### Section F: Vacancy

Any vacancy on the School Site Council occurring during the term of duly elected member shall be filled by first: chairperson appointing the candidate from original election who obtained the next highest number of votes, second: new school-wide election whereby top vote getter will complete the term of the vacancy; or third: new school-wide election whereby the top vote getter will fulfill a complete term.

#### Article III Officers

#### Section A: Officers

The officers of the School Site Council shall be a chairperson, vice-chairperson, and secretary.

#### The chairperson shall:

- Preside at all meetings of the School Site Council.
- Sign all letters, reports and other communications of the School Site Council.
- Perform all duties incidental to the office of the chairperson.
- Have other such duties as are prescribed by the School Site Council.
- Prepare agenda in conjunction with the SSC committee members.

#### The vice-chairperson shall:

- · Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.
- May be appointed to preside over special committees.
  - Submit updates on the special committees.
- Perform other duties as assigned by chairperson.

#### The secretary shall:

- Keep and take minutes of all regular and special meetings of the School Site Council.
- Transmit true and correct copies of the minutes of such meetings to members of the School Site Council and to the school website.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the School Site Council.
- Perform other duties as assigned by the chairperson or the School Site Council.
- Keep accurate and updated copies of the School Site Council bylaws.

#### Section B: Election and Terms of Office

The officers shall be elected annually, at the first meeting of the School Site Council and shall serve for one year, or until each successor has been elected.

#### Section C: Removal of Officers

Officers may be removed from office by two-thirds vote of all the members.

#### Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the School Site Council, for the remaining portion of the term of office.

#### Article IV

#### **Meetings of the School Site Council**

#### Section A: Meetings

The School Site Council shall meet a minimum of four times per school year. Special meetings of the School Site Council may be called by the chairperson or by a majority vote of the School Site Council.

#### Section B: Place of Meetings

The School Site Council shall hold its regular meetings at La Costa Heights Elementary School. Alternative meeting places may be determined by the chairperson or by the majority vote of the School Site Council.

#### Section C: Notice of Meetings

Written, public notice shall be given of all meetings at least 72 hours in advance of the meeting. All meetings shall be publicized in the following venue: on public display outside the school office.

All required notices shall be delivered to the School Site Council members no less than 72 hours prior to the meeting by email.

#### Section D: Quorum

A quorum shall consist of a simple majority. A quorum for a vote shall consist of three parent/community members and three staff members.

#### Section E: Conduct of Meetings

Meetings of the School Site Council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147c, and with *Robert's Rules of Order* or an adaptation thereof approved by the School Site Council.

#### Section F: Meetings Open to the Public

All meetings of the School Site Council and of committees established by the School Site Council shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article. Public input may occur on any item on the current agenda, with prior notification to the chair, not to exceed three (3) minutes per speaker.

### Article V

#### **Amendments**

An amendment to these bylaws may be made at the regular meetings of the School Site Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to School Site Council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

## **STATE-WIDE DATA**

## 2018-2019 CAASPP Data included in the following pages



#### STATE OF CALIFORNIA

### **Student Population**

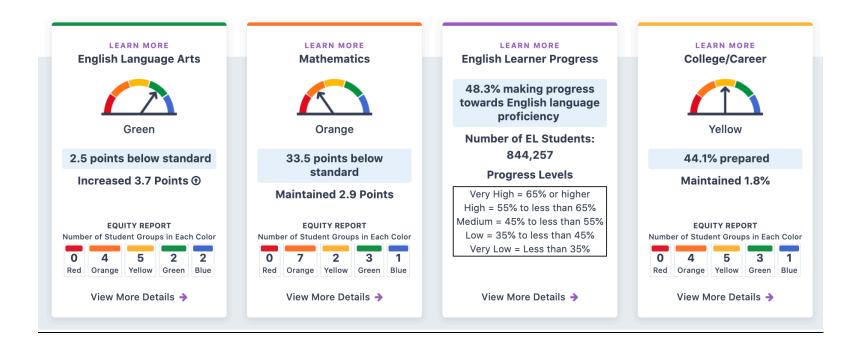
Explore information about this state's student population.



#### STATE OF CALIFORNIA

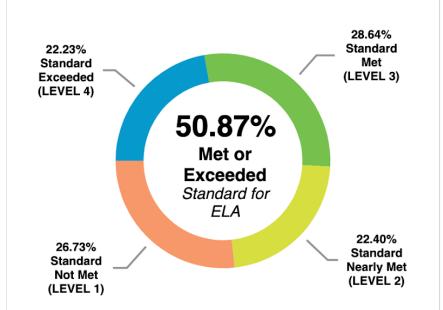
### **Academic Performance**

View Student Assessment Results and other aspects of school performance.



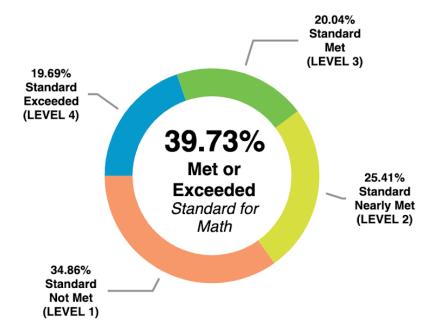
#### **ELA**

Percent of students within each achievement level



#### **Mathematics**

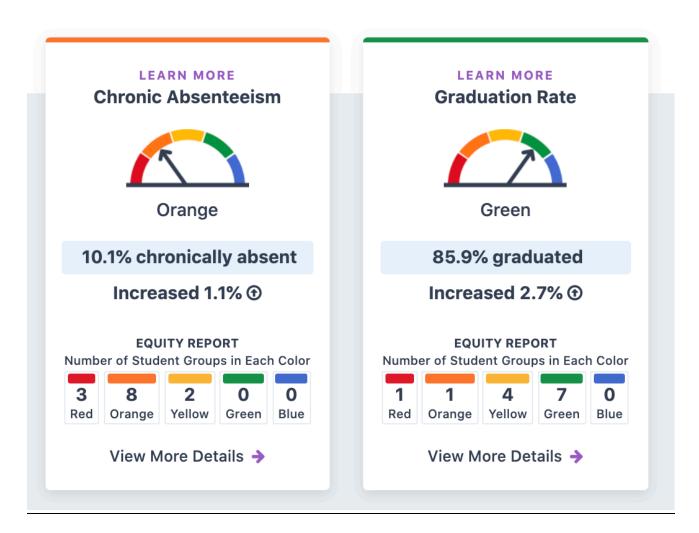
Percent of students within each achievement level



#### STATE OF CALIFORNIA

# **Academic Engagement**

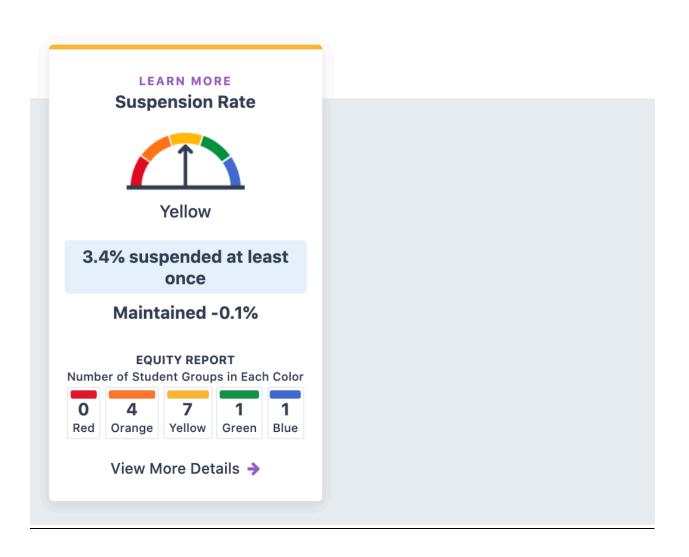
See information that shows how well schools are engaging students in their learning.



#### **STATE OF CALIFORNIA**

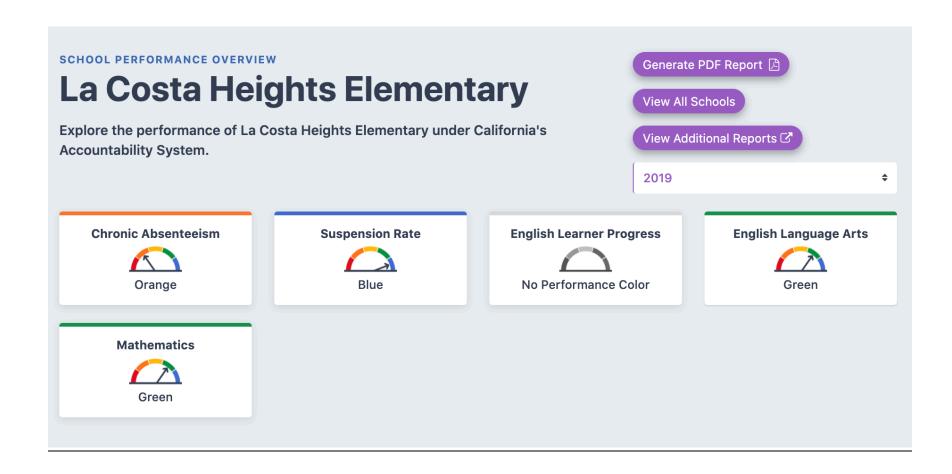
## **Conditions & Climate**

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



## LA COSTA HEIGHTS SCHOOL-WIDE DATA

2018-2019 CAASPP Data included in the following pages



## **Student Population**

Explore information about this school's student population.

LEARN MORE
Enrollment

672

View More Information →

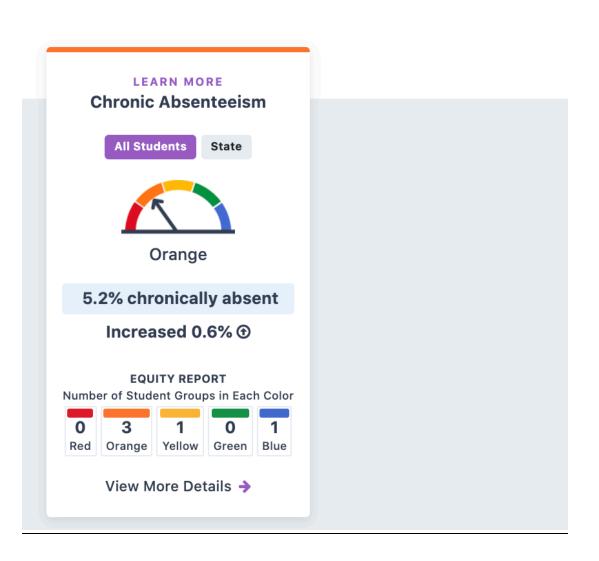
LEARN MORE
Socioeconomically Disadvantaged
9.1%

LEARN MORE
English Learners
3.6%

Contact Socioeconomically Disadvantaged
3.6%

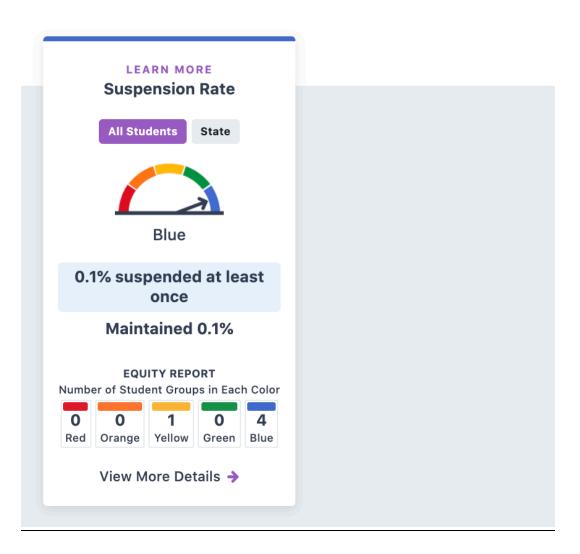
# **Academic Engagement**

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

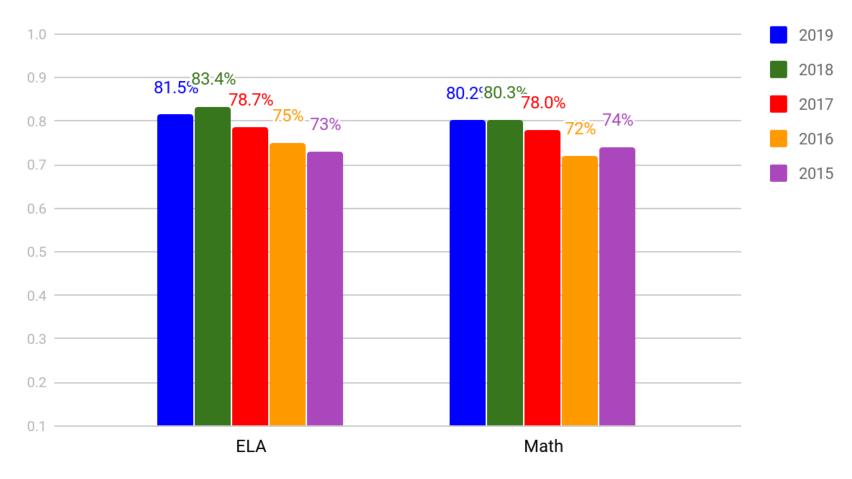


## **Conditions & Climate**

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

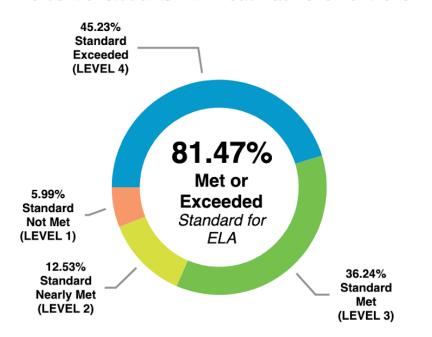


## **CAASPP Data Overall LCH**



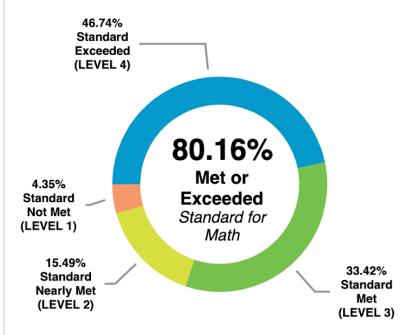
#### **ELA**

Percent of students within each achievement level



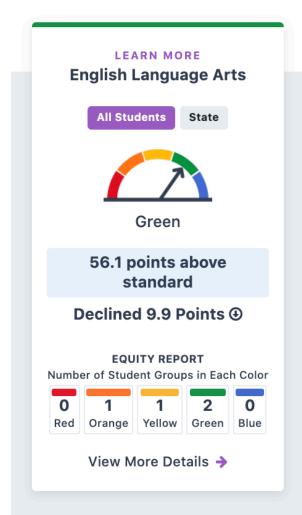
#### **Mathematics**

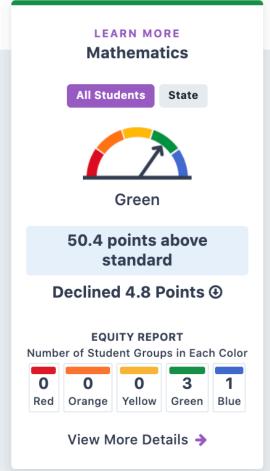
Percent of students within each achievement level

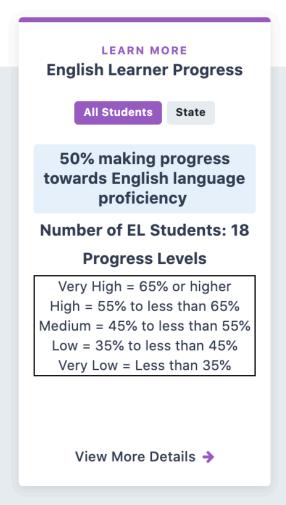


## **Academic Performance**

View Student Assessment Results and other aspects of school performance.



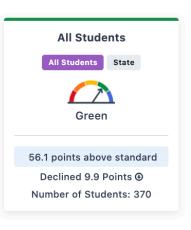




### **English Language Arts**

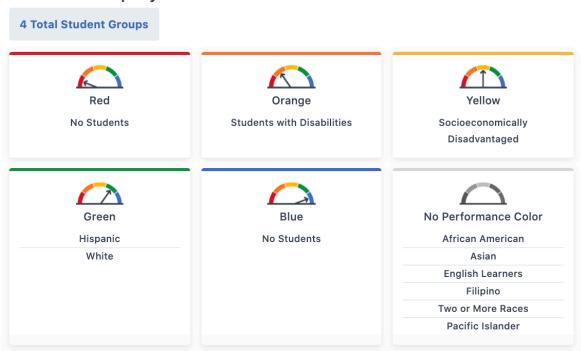
#### **All Students**

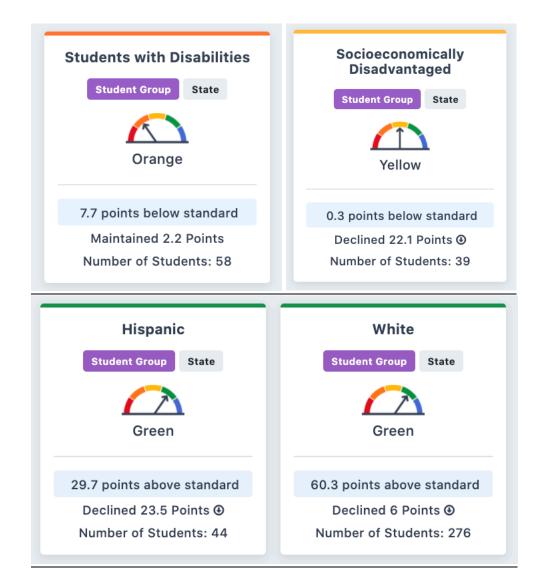
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

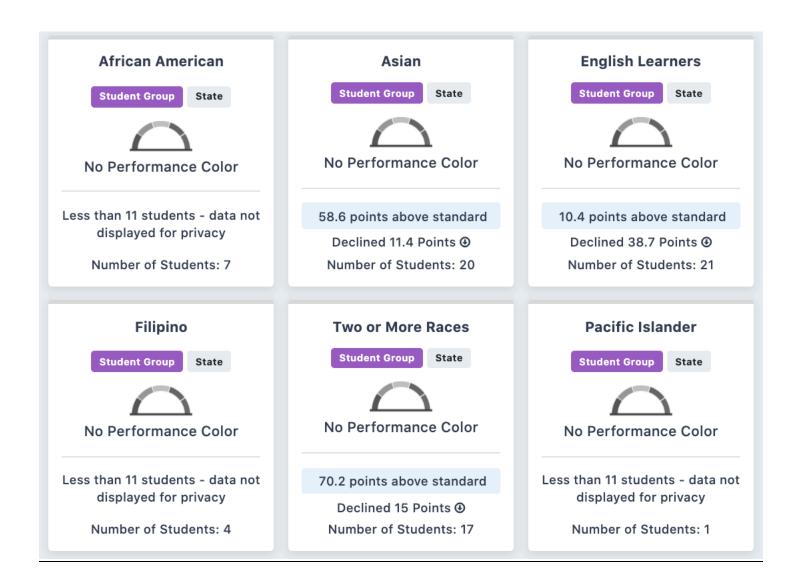


#### **Student Group Details**

**All Student Groups by Performance Level** 





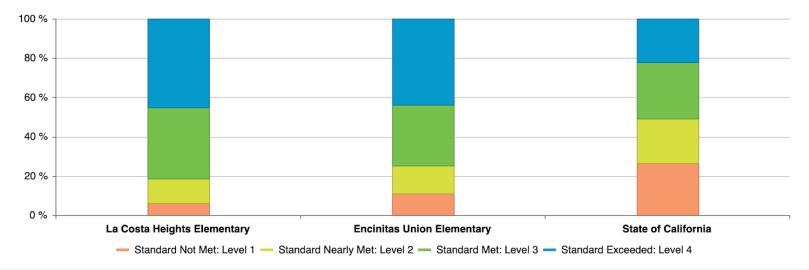


Reporting Year: 2019 V Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11) V

Level	DECLINED SIGNIFICANTLY  from Prior Year (by more than 15 points)	DECLINED from Prior Year (by 3 to 15 points)	MAINTAINED  from Prior Year (declined by less than 3 points or increased by less than 3 points)	INCREASED from Prior Year (by 3 to less than 15 points)	INCREASED SIGNIFICANTLY from Prior Year (by 15 points or more	
VERY HIGH	Green	Green	Blue	Blue	Blue	
+45 points or higher in Current Year	(None)	(None)  • All Students (School Placement) • White		(None)	(None)	
HIGH	Green	Green	Green	Green	Blue	
+10 to +44.9 points in Current Year	Hispanic	(None)	(None)	(None)	(None)	
MEDIUM	Yellow	Yellow	Yellow	Green	Green	
-5 points to +9.9 points in Current Year	Socioeconomically Disadvantaged	(None)	(None)	(None)	(None)	
LOW	Orange	Orange	Orange	Yellow	Yellow	
-5.1 to -70 points in Current Year	(None)	(None)	Students with Disabilities	(None)	(None)	
VERY LOW	Red	Red	Red	Orange	Orange	
-70.1 points or lower in Current Year	(None)	(None)	(None)	(None)	(None)	

#### **ENGLISH LANGUAGE ARTS/LITERACY**

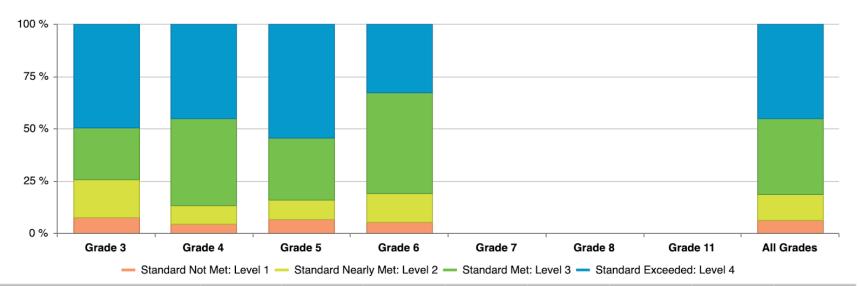
#### 2018-19 Achievement Level Distribution - All Grades



Achievement Level	La Costa Heights Elementary	Encinitas Union Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ®	45.23 %	43.65 %	22.23 %
Standard Met: Level 3 <sup>(1)</sup>	36.24 %	31.03 %	28.64 %
Standard Nearly Met: Level 2 <sup>®</sup>	12.53 %	14.37 %	22.40 %
Standard Not Met: Level 1 ®	5.99 %	10.95 %	26.73 %

#### **ENGLISH LANGUAGE ARTS/LITERACY**

#### **Achievement Level Distribution**

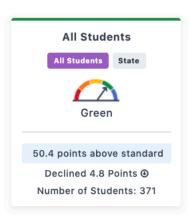


Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Standard Exceeded: Level 4 10	49.46 %	45.05 %	54.55 %	32.63 %	N/A	N/A	N/A	45.23 %
Standard Met: Level 3 ®	24.73 %	41.76 %	29.55 %	48.42 %	N/A	N/A	N/A	36.24 %
Standard Nearly Met: Level 2	18.28 %	8.79 %	9.09 %	13.68 %	N/A	N/A	N/A	12.53 %
Standard Not Met: Level 1 ®	7.53 %	4.40 %	6.82 %	5.26 %	N/A	N/A	N/A	5.99 %

### **Mathematics**

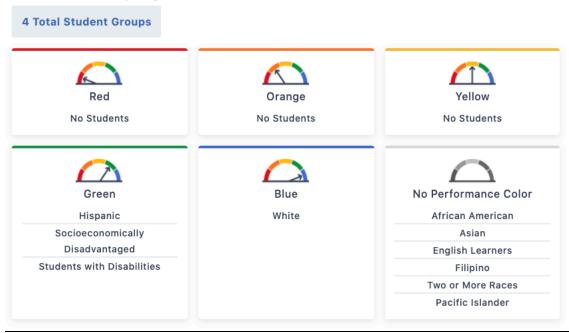
### **All Students**

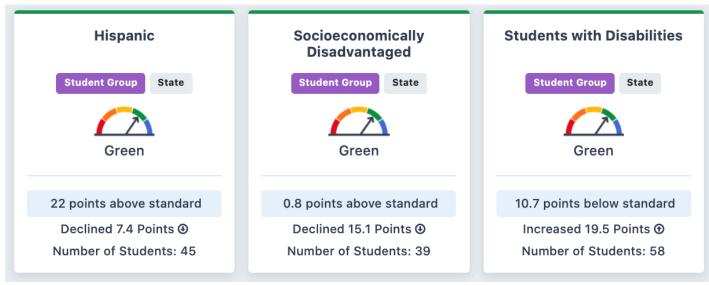
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



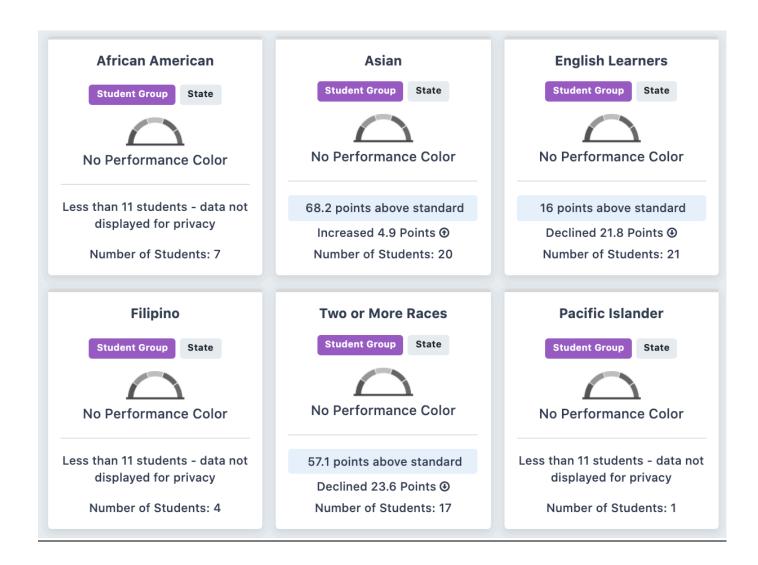
### **Student Group Details**

### **All Student Groups by Performance Level**









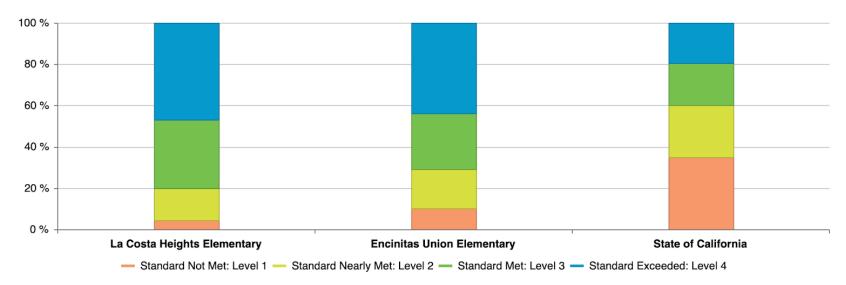
Reporting Year: 2019 ✓ Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

#### 

Level	DECLINED SIGNIFICANTLY  from Prior Year (by more than 15 points)	DECLINED from Prior Year (by 3 to 15 points)	MAINTAINED  from Prior Year (declined by less than 3 points or increased by less than 3 points)	INCREASED  from Prior Year (by 3 to less than 15 points)	INCREASED SIGNIFICANTLY from Prior Year (by 15 points or more)
VERY HIGH	Green	Green	Blue	Blue	Blue
+35 points or higher in Current Year	(None)	All Students (School Placement)	• White	(None)	(None)
HIGH	Green	Green	Green	Green	Blue
0 to +34.9 points in Current Year	Socioeconomically Disadvantaged	Hispanic	(None)	(None)	(None)
MEDIUM	Yellow	Yellow	Yellow	Green	Green
-25 points to less than 0 points in Current Year	(None)	(None)	(None)	(None)	Students with Disabilities
LOW	Orange	Orange	Orange	Yellow	Yellow
-25.1 to -95 points in Current Year	(None)	(None)	(None)	(None)	(None)
VERY LOW	Red	Red	Red	Orange	Orange
-95.1 points or lower in Current Year	(None)	(None)	(None)	(None)	(None)

### **MATHEMATICS**

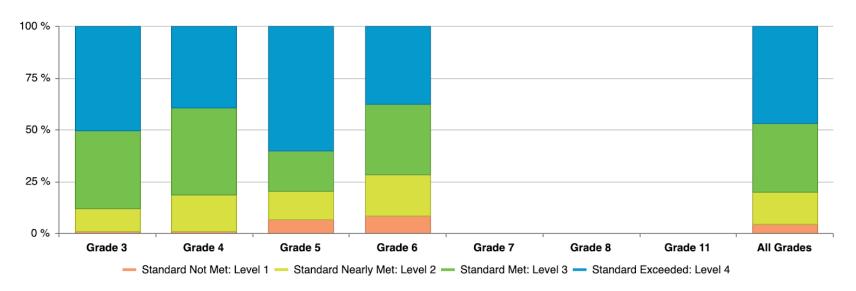
#### 2018-19 Achievement Level Distribution - All Grades



Achievement Level	La Costa Heights Elementary	Encinitas Union Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ®	46.74 %	43.93 %	19.69 %
Standard Met: Level 3 <sup>(1)</sup>	33.42 %	26.74 %	20.04 %
Standard Nearly Met: Level 2 <sup>®</sup>	15.49 %	18.97 %	25.41 %
Standard Not Met: Level 1 <sup>®</sup>	4.35 %	10.36 %	34.86 %

### **MATHEMATICS**

#### **Achievement Level Distribution**



Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Standard Exceeded: Level 4 10	50.54 %	39.56 %	60.23 %	37.50 %	N/A	N/A	N/A	46.74 %
Standard Met: Level 3	37.63 %	41.76 %	19.32 %	34.38 %	N/A	N/A	N/A	33.42 %
Standard Nearly Met: Level 2	10.75 %	17.58 %	13.64 %	19.79 %	N/A	N/A	N/A	15.49 %
Standard Not Met: Level 1	1.08 %	1.10 %	6.82 %	8.33 %	N/A	N/A	N/A	4.35 %

### **English Learner Progress Indicator**

### **All English Learner Students**

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments**: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

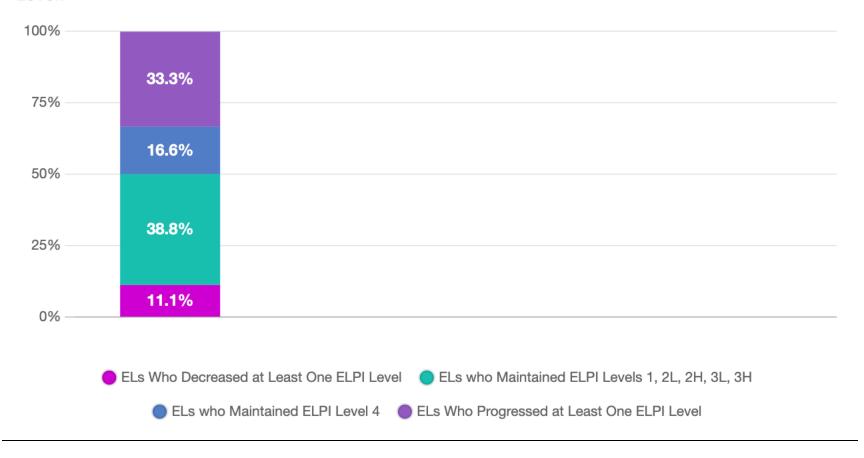
1 2 3 4 1 2L 2H 3L 3H 4

**Accountability**: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

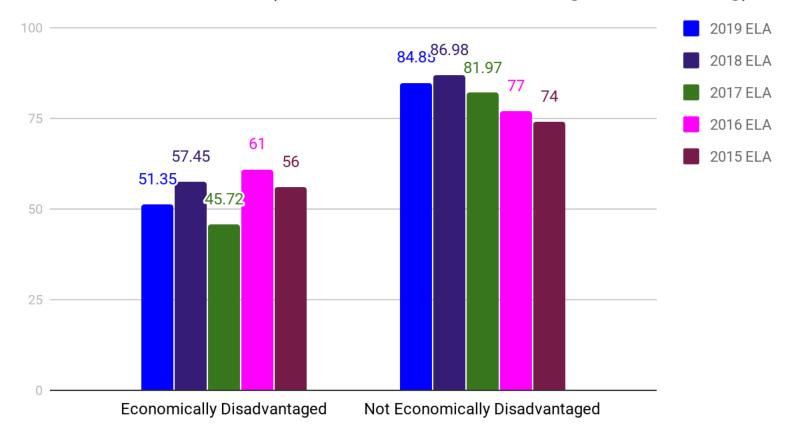


### **Student English Language Acquisition Results**

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

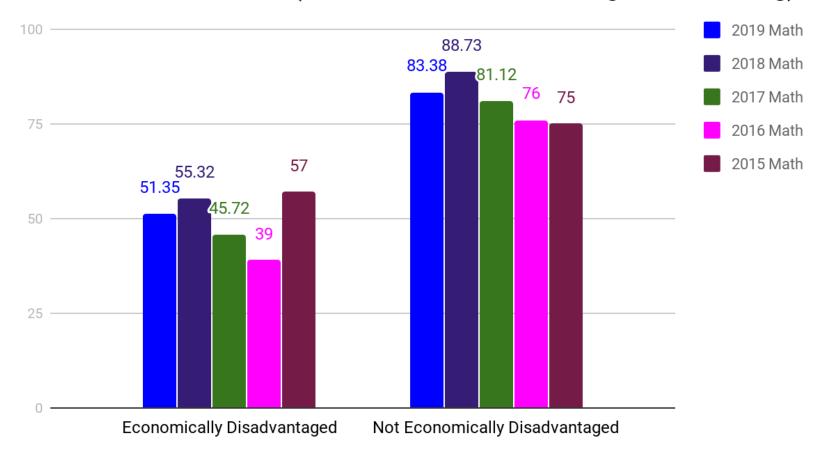


### ELA CAASPP SES Data (Percent of students meeting and exceeding)



Number of students tested who are economically disadvantaged				
2019	2018	2017	2016	2015
37	47	35	41	32

### Math CAASPP SES Data (Percent of students meeting and exceeding)

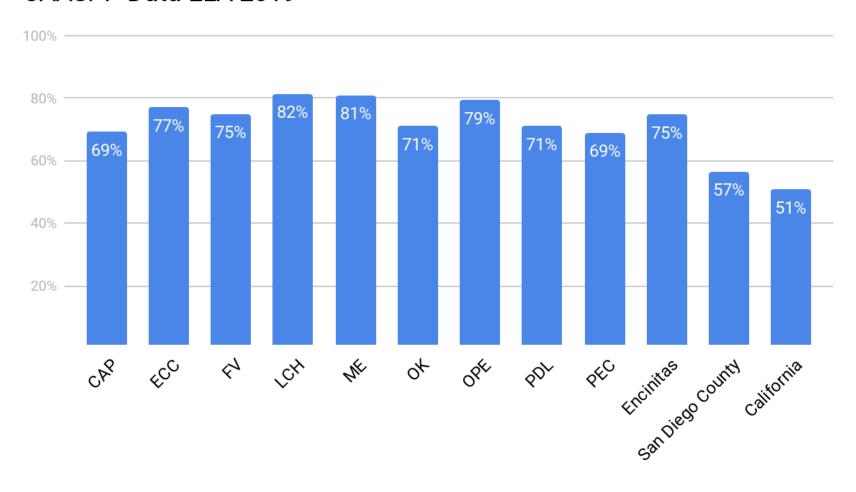


Number of students tested who are economically disadvantaged				
2019	2018	2017	2016	2015
37	47	35	41	32

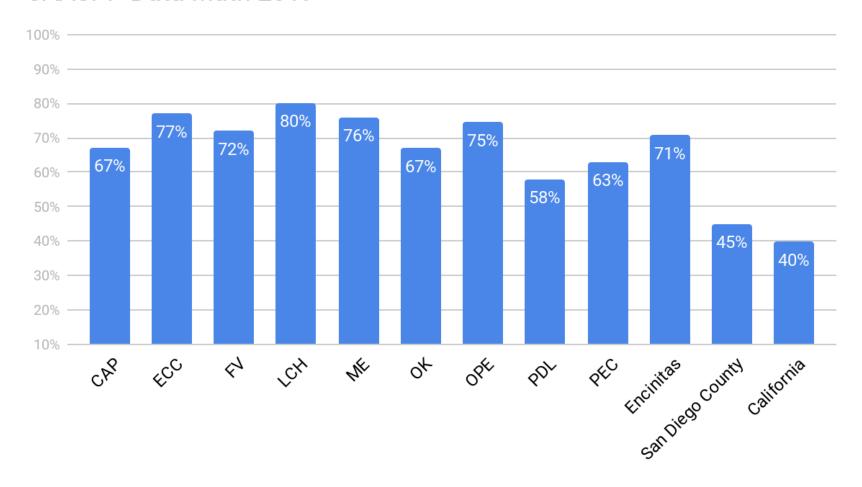
### **Student Group Report for 2019**

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	Green	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Blue	None	None	Yellow	Green
Students with Disabilities	Orange	Yellow	None	None	Orange	Green
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Blue	None	None	Green	Blue
Two or More Races	None	None	None	None	None	None

### CAASPP Data ELA 2019



### CAASPP Data Math 2019



ELA	Achievement Level	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
	Mean Scale Score	2414.2	2455.9	2496.3	2521.0
California	Standard Exceeded (4)	22%	23.07%	21.80%	17.17%
State-Wide	Standard Met (3)	21%	21.99%	27.63%	31.28%
_	Standard Nearly Met (2)	25%	20.12%	19.99%	25.41%
Data	Standard Not Met (1)	32%	34.83%	30.58%	26.14%
	Achievement Level	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
ELA	Mean Scale Score	2470.8	2517.8	2563.6	2583.9
	Standard Exceeded (4)	45%	46.86%	47.15%	37.60%
EUSD	Standard Met (3)	23%	26.71%	30.43%	38.68%
Data	Standard Nearly Met (2)	21%	14.86%	11.55%	14.82%
	Standard Not Met (1)	11%	11.57%	10.87%	8.89%
	Achievement Level	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
ELA	Mean Scale Score	2460.1	2512.4	2579.3	2582.5
	Standard Exceeded (4)	34%	35.96%	54.35%	32.63%
LCH	Standard Met (3)	33%	35.96%	32.61%	48.42%
Data	Standard Nearly Met (2)	23%	22.47%	9.78%	13.68%
Bata	Standard Not Met (1)	11%	5.62%	3.26%	5.26%

Math
California
State-Wide
Data

Achievement Level	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
Mean Scale Score	2424.7	2462.9	2490.4	2513.8
Standard Exceeded (4)	18%	16.83%	19.61%	19.90%
Standard Met (3)	28%	23.62%	16.36%	18.62%
Standard Nearly Met (2)	26%	31.55%	26.94%	27.27%
Standard Not Met (1)	29%	28.01%	37.09%	34.21%

# Math EUSD Data

Achievement Level	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
Mean Scale Score	2474.5	2521.3	2558.2	2590.4
Standard Exceeded (4)	36%	37.64%	46.33%	47.32%
Standard Met (3)	36%	36.36%	20.92%	22.65%
Standard Nearly Met (2)	18%	16.76%	19.97%	17.56%
Standard Not Met (1)	10%	9.23%	12.77%	12.47%

# Math LCH Data

Achievement Level	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)	6th Grade (2019)
Mean Scale Score	2471.5	2523.4	2579.7	2588.5
Standard Exceeded (4)	39%	26.97%	52.17%	37.50%
Standard Met (3)	34%	51.69%	26.09%	34.38%
Standard Nearly Met (2)	22%	16.85%	19.57%	19.79%
Standard Not Met (1)	5%	4.49%	2.17%	8.33%

ELA
California
State-Wide
Data

Achievement Level	3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score	2415.0	2463.7	2502.4
Standard Exceeded (4)	22.80%	26.31%	23.66%
Standard Met (3)	21.10%	22.36%	28.02%
Standard Nearly Met (2)	24.00%	19.25%	19.88%
Standard Not Met (1)	32.10%	32.08%	28.44%

# ELA EUSD Data

Achievement Level	3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score	2470.7	2545.5	2570.6
Standard Exceeded (4)	42.74%	52.34%	51.37%
Standard Met (3)	29.88%	24.18%	28.71%
Standard Nearly Met (2)	14.08%	10.85%	10.44%
Standard Not Met (1)	12.59%	12.64%	9.48%

# ELA LCH Data

Achievement Level	3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score	2490.2	2531.2	2584.1
Standard Exceeded (4)	51.65%	56.99%	54.55%
Standard Met (3)	29.67%	22.58%	29.55%
Standard Nearly Met (2)	10.99%	9.68%	9.09%
Standard Not Met (1)	7.69%	10.75%	6.82%

Math
California
State-Wide
Data

Achievement Level	3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score	2427.9	2467.7	2495.3
Standard Exceeded (4)	19.27%	18.46%	21.19%
Standard Met (3)	27.56%	24.45%	16.80%
Standard Nearly Met (2)	24.99%	30.81%	26.73%
Standard Not Met (1)	28.17%	26.27%	35.27%

# Math EUSD Data

Achievement Level	3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score	2483.1	2529.3	2564.4
Standard Exceeded (4)	40.80%	42.66%	50.27%
Standard Met (3)	35.82%	32.51%	18.68%
Standard Nearly Met (2)	16.04%	18.11%	20.05%
Standard Not Met (1)	7.33%	6.72%	10.99%

# Math LCH Data

Achievement Level	3rd Grade (2017)	4th Grade (2018)	5th Grade (2019)
Mean Scale Score	2499.4	2533.8	2586.5
Standard Exceeded (4)	53.85%	45.16%	60.23%
Standard Met (3)	31.87%	31.18%	19.32%
Standard Nearly Met (2)	12.09%	19.35%	13.64%
Standard Not Met (1)	2.20%	4.30%	6.82%

ELA
California
State-Wide
Data

Achievement Level	3rd Grade (2018)	4th Grade (2019)
Mean Scale Score	2424.0	2466.1
Standard Exceeded (4)	26.13%	26.87%
Standard Met (3)	22.09%	22.59%
Standard Nearly Met (2)	23.49%	19.35%
Standard Not Met (1)	28.29%	31.18%

# ELA EUSD Data

Achievement Level	3rd Grade (2018)	4th Grade (2019)
Mean Scale Score	2464.1	2521.9
Standard Exceeded (4)	42.30%	47.25%
Standard Met (3)	24.15%	27.40%
Standard Nearly Met (2)	20.63%	13.70%
Standard Not Met (1)	12.92%	11.65%

# ELA LCH Data

Achievement Level	3rd Grade (2018)	4th Grade (2019)
Mean Scale Score	2490.7	2529.1
Standard Exceeded (4)	52.69%	45.05%
Standard Met (3)	30.11%	41.76%
Standard Nearly Met (2)	16.13%	8.79%
Standard Not Met (1)	1.08%	4.40%

Math
California
State-Wide
Data

Achievement Level	3rd Grade (2018)	4th Grade (2019)
Mean Scale Score	2430.9	2472.0
Standard Exceeded (4)	21.07%	20.02%
Standard Met (3)	27.82%	24.92%
Standard Nearly Met (2)	23.56%	30.32%
Standard Not Met (1)	27.55%	24.75%

# Math EUSD Data

Achievement Level	3rd Grade (2018)	4th Grade (2019)
Mean Scale Score	2476.5	2528.6
Standard Exceeded (4)	41.03%	41.74%
Standard Met (3)	28.52%	31.75%
Standard Nearly Met (2)	20.39%	18.44%
Standard Not Met (1)	10.06%	8.07%

# Math LCH Data

Achievement Level	3rd Grade (2018)	4th Grade (2019)
Mean Scale Score	2493.4	2536.5
Standard Exceeded (4)	48.39%	39.56%
Standard Met (3)	34.41%	41.76%
Standard Nearly Met (2)	11.83%	17.58%
Standard Not Met (1)	5.38%	1.10%

## Parent Survey Data Spring 2019

## How often do you use the following?

	▼ FREQUENTLY ▼	SOMETIMES ▼	NEVER ▼	DIDN'T KNOW THIS EXISTED ▼	TOTAL ▼
<ul> <li>Friday Email</li> <li>Newsletter</li> </ul>	67.33% 68	26.73% 27	3.96% 4	1.98% 2	101
▼ Peach Jar Flyers	<b>29.70%</b> 30	47.52% 48	20.79% 21	1.98% 2	101
▼ PTA Website -	12.87%	57.43%	26.73%	2.97%	101
www.lchpta.org	13	58	27	3	
▼ EUSD Website -	9.90%	75.25%	14.85%	0.00%	101
www.eusd.net	10	76	15	0	
▼ LCH Website -	14.85%	66.34%	16.83%	1.98%	101
www.eusd.net/lc	15	67	17	2	
▼ Twitter	2.00%	5.00%	85.00%	8.00%	100
@christiekay0812	2	5	85	8	
▼ Twitter @eusdtweets	1.00% 1	5.00% 5	85.00% 85	9.00% 9	100
▼ Twitter @LCH_PTA	2.00% 2	7.00% 7	83.00% 83	8.00% 8	100
<ul> <li>Emails from room</li></ul>	88.12%	7.92%	2.97%	0.99%	101
parents	89	8	3	1	
▼ EUSD Facebook Page	19.00% 19	28.00% 28	50.00% 50	3.00% 3	100
▼ LCH PTA Facebook	34.65%	25.74%	36.63%	2.97%	101
Page	35	26	37	3	
▼ LCH Principal	23.76%	17.82%	48.51%	9.90%	101
Facebook Page	24	18	49	10	
▼ LCH_PTA on	26.73%	11.88%	53.47%	7.92%	101
Instragram	27	12	54	8	
▼ Teacher	16.83%	43.56%	30.69%	8.91%	101
Website/PowerSchool	I 17	44	31	9	
▼ Teacher	96.00%	4.00%	0.00%	0.00%	100
newsletters/emails	96	4	0	0	
<ul> <li>Marquis/Posters on</li></ul>	37.00%	45.00%	17.00%	1.00%	100
Campus	37	45	17	1	
<ul> <li>Recorded telephone messages from the school/PTA</li> </ul>	45.54% 46	38.61% 39	12.87% 13	2.97% 3	101
▼ Emails from the	66.34%	<b>30.69%</b>	1.98%	0.99%	101
school/PTA	67	31	2	1	
<ul> <li>Text Messages from</li></ul>	65.35%	21.78%	6.93%	5.94%	101
the school/PTA	66	22	7	6	

*	AGREE ▼	DISAGREE	I DON'T KNOW	▼ TOTAL ▼
<ul> <li>I am proud that my child attends LCH.</li> </ul>	90.29% 93	3.88% 4	5.83% 6	103
<ul> <li>LCH school staff make me feel welcome at school.</li> </ul>	93.20% 96	3.88% 4	2.91% 3	103
▼ The teachers at LCH have built strong relationships with my child.	89.32% 92	3.88% 4	6.80% 7	103
<ul> <li>The academic needs of my child are being met at LCH.</li> </ul>	<b>82.52%</b> 85	11.65% 12	5.83% 6	103
▼ I feel knowledgeable about what my child is learning.	89.32% 92	5.83% 6	4.85% 5	103
<ul> <li>Teachers at LCH set high standards for students.</li> </ul>	86.41% 89	<b>4.85%</b> 5	8.74% 9	103
<ul> <li>My child enjoys the classroom and school wide leadership opportunities at LCH.</li> </ul>	88.35% 91	2.91% 3	8.74% 9	103
<ul> <li>LCH is a safe place for my child.</li> </ul>	87.25% 89	6.86% 7	5.88% 6	102
<ul> <li>My child feels connected to other students at LCH.</li> </ul>	90.20% 92	2.94% 3	6.86% 7	102
<ul> <li>My child enjoys going to school.</li> </ul>	91.18% 93	4.90% 5	3.92% 4	102

### As a parent, do you feel connected to the LCH community?

▼ Yes	68.75%	66
▼ Somewhat	29.17%	28
▼ No	2.08%	2
TOTAL		96

### <u>Multiple year view of parent survey questions</u>

Parent responses to survey questions for the past three years.

	2019	2018	2017
I am proud that my child attends LCH. 12% growth	90%	84%	78%
LCH school staff make me feel welcome at school. 6% growth	93%	84%	87%
The teachers at LCH have built strong relationships with my child. 7% growth	89%	85%	82%
My child enjoys the classroom and school wide leadership opportunities at LCH. 12% growth	88%	79%	76%
My child feels connected to other students at LCH. 5% growth	90%	85%	85%
My child enjoys going to school. <mark>9% growth</mark>	91%	85%	82%
My child enjoys the classroom and school wide leadership opportunities at LCH. 12% growth	88%	79%	76%

### Student Attendance

Year	Percentage
2018-2019	96.13%
2017-2018	95.99%
2016-2017	95.97%
2015-2016	95.92%
2014-2015	95.80%
2013-2014	95.85%
2012-2013	95.70%

### <u>DISTRICT / SITE LCAP GOALS</u> <u>AREAS OF FOCUS FOR ACTIONS AND SERVICES</u> PROPOSED EXPENDITURES RELATED TO ACTIONS

### **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



Fall- Review Progress on state metrics

\*CA Dashboard

CAASPP

May/June- Finalize and Approve SPSAs aligned with budget and LCAP

Fall -Determine areas for further study or intervention based on outliers in the data sets

Spring-Determine actions and services for following year. Design and research areas in progress

Winter/Spring-Gather additional data from local assessments, surveys

#### 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 X								
Data and analysis showed learning is improving as expected. Processes are in place to review data regularly.								
z and and anomyzas sale well cell and g as a	p. o ,g us enpecieur i secesses une en p							
Expectancies Not Met*								
Expectancies Not Wet								
* Intervention plan to focus on								
* Intervention plan to focus on:			1 to . 11 4					
Met Expectancies is defined as progress	s according to expectations on indicators a	and processes in place to review actions	and indicators.					
Resource allocations to support			n c					
this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:					
uns guan								

Wheel collaboration and professional development for planning and implementation of highly effective instructional practices.	August 2019 – June 2020	Expenses related to funding wheel Site expense portion approximation: \$70,000	Site expense portion: School Site Council Budget
Training and support from district provided teacher on special assignment (TOSA) focused on highly effective instructional practices and instructional resources.	August 2019 – June 2020	District Funds	Direct District Funds
Personalized Professional Development Plans for teachers	August 2019 – June 2020	District Funds	Direct District Funds
Continue CGI training for math instruction	August 2019 – June 2020	District Funds	Direct District Funds
Implement year-long pilot of new math curriculum - iReady	August 2019 – June 2020	District Funds	Direct District Funds
Use of Literably, AR STAR, DRA, and F&P Reading assessments for data analysis and tracking	August 2019 – June 2020	Literably - District Funds AR STAR - \$6,000 annually DRA and F & P – already owned	Literably - Direct District Funds AR STR - School Site Council Budget

### 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	11000	hv	the	CITA	to	2112	1770	nrog	rece.
marcators	uscu	υy	uic	SILC	w	ama	I y Z C	prog	1000.

- 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	$\mathbf{X}$
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Attendance at meetings, events, and parent engagement opportunities continue, and in some cases grow. Feedback and opportunities for collaboration are ongoing.

Expectancies Not Met* [	
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\* 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	August 2019 – June 2020	None	None
Teachers will share data with parents twice a year at parent teacher conferences. The spring conference will be student lead.	August 2019 – June 2020	None	None
Teachers will utilize Literably and other data points to monitor reading progress three times per year.	August 2019 – June 2020	\$32,000	Direct District Funds
Teacher representative will attend PTA Board and General Meetings.	August 2019 – June 2020	ugust 2019 – June 2020 \$60/meeting for sub release time	
Weekly newsletter (Wise Owl Weekly)/PTA website	August 2019 – June 2020	Up to \$1,000	PTA Budget

Parent Link All Call System (voice, email, and text).	August 2019 – June 2020	Approximately \$2,000 per year	Direct District Funds
Family events with a focus on school- parent collaboration and support. (ex. DREAMS, Literacy, & Leadership)	August 2019 – June 2020	Approximately \$1,000 (event related expenses and teacher release time to plan)	Site Funds
Leadership Day (or similar event)	Spring 2020	Approximately \$2,000 (event related expenses and teacher release time to plan)	Site Funds School Site Council Budget
Parent Survey	Spring 2020	None	None
Wheel Enrichment Showcase	January 2020	None	None
Power School – specifically for student and parent communication	August 2019 – June 2020	District Provided Resource	Direct District Funds

### 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
- CRV Redemption

Indicators	used by	y the	site to	anal	vze	progress:

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

Met Ex	pectancies	X

We are making continual changes and improvements toward safe, green, and innovative learning spaces. Ongoing systems and processes are in place to facilitate continued improvement.

Expectancies	Not Met*	
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\* 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 2019 – June 2020	None	None
Safety procedures will be reviewed at regular intervals, including plans for improvement.	August 2019 – June 2020	None	None
Opportunities for stakeholder input via Principal Chats, PTA meetings, SSC meetings, and staff meetings.	August 2019 – June 2020	None	None
Parent information session on school safety	August 2019 – June 2020	None	None
Staff safety trainings and review of procedures including active shooter, lock down, etc.	August 2019 – June 2020	None	None

Nutrition Lab lessons at regular intervals across all grade levels.	August 2019 – June 2020	Consumables for lessons	PTA Donations
Student Action Teams – ex. SWPPP, WMI, CRV, Final Fridays	August 2019 – June 2020	Varies depending on program Recycling and CRV use School Site Council, approx. \$100	Varies School Site Council

## 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 X

Highly qualified staff have been and continue to be hired with ongoing training and support for all staff.

<b>Expectancies</b>	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.	August 2019 – June 2020	\$500/teacher	Direct District Funds
SET's and DET's participate in regular professional development across the district	August 2019 – June 2020	District	Direct District Funds
First Friday Professional Development from district and site	August 2019 – June 2020	District & Site	Direct District Funds School Site Council Budget
Ongoing training and support from Teacher on Special Assignment (TOSA)	August 2019 – June 2020	District	Direct District Funds

#### 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
- TRAC Teacher to support tier 1 SEL/Behavior

Indicators us	ed by	the!	site to	anal	yze	pro	gress	

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

Met ExpectanciesX_Resources, programs, as	nd learning opportunities continue to grow and be improved upon to support our diverse learners.
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 2019 – June 2020	None	None
Teachers collaborate with teams and specialists on campus to meet unique student learning needs.	August 2019 – June 2020	None (Time provided during wheel meetings)	None
Teachers incorporate project-based learning opportunities into the classroom.	August 2019 – June 2020	Varies	Site Funds School Site Council Budget PTA Donations
Continue to implement and improve our DBCI process and monitor student progress.	August 2019 – June 2020	None	None

Grade level experiences for all students – funded through grade level mini-grants	August 2019 – June 2020	Approx. \$11,000	PTA Budget
Comprehensive Leadership provided for students in the classroom and across the school supporting student interest and voice	August 2019 – June 2020	Embedded in Leadership expenses (approx. \$10,000)	School Site Council Budget
Tier 1, Tier 2, & Tier 3 Supports in place to support academic and social/emotional-behavioral needs.  *This includes two full day site program support teachers focused on academic needs of students and one	August 2019 – June 2020	Reading Tier 1 – None Tier 2 - \$64,000 Site Program Support Staff Tier 3 – Special Education Staff	Reading Tier 1 - None Tier 2 - School Site Council Budget Tier 3 - Direct District Funds
full day site program support teacher focused on SEL/Behavioral		Social Emotional/Behavioral Tier 1 – \$17,000 Tier 2 \$17,000 Site Program Support Staff Tier 3 – School Psychologist	Social Emotional/Behavioral Tier 1 – Direct District Funds Tier 2 \$17,000 Site Program Support Staff Tier 3 – Direct District Funds

Potential Site Areas for Design and Research based on analysis:					
<ol> <li>How do we progress monitor students to ensure success at all levels? (DBCI, Illuminate data)</li> <li>How do we engage all members of the community in new ways to enhance student learning?</li> <li>How do we best personalize learning for all students, including students who are advanced learnings, with student interest, passion, and voice?</li> </ol>					
Above questions are reflected upon below.					
What's working well?	What do we need to continue to work on?	Questions/Thoughts?			

# How do we progress monitor students to ensure success at all levels? (DBCI, Illuminate data)

- 1. DBCI system working well
- 2. Calendaring at the beginning of the year dates and routines
- 3. School psychologist maintain records for all tiers
- 4. Increased accuracy and consistency of data monitoring
- 5. Consistent use of assessment tools

# How do we progress monitor students to ensure success at all levels? (DBCI, Illuminate data)

- 1. Communication with parents/families on tiers
- 2. Central system for monitoring tiers for students
- 3. Consider other ways to support data monitoring (so it doesn't all fall on school psychologist)

# How do we progress monitor students to ensure success at all levels? (DBCI, Illuminate data)

Is there a better way to keep track of the data for each student? For each tier? For each time block of DBCI?

- 1. How can we enhance communication with families regarding tiers? Perhaps this can be tied into data tracking with automatic emails somehow?
- 2. Is there a way to include end of year data to pass along to the next year's teacher?

# How do we engage all members of the community in new ways to enhance student learning?

- 1. Family events bringing parents to observe in classrooms (wheel and general education)
- 2. Parent communication regarding instructional practices in the classroom from teachers
- 3. BTSN and Open House events
- 4. New parent meetings throughout the year
- 5. Principal Chats
- 6. Parent teacher conferences, including student led conferences

# How do we engage all members of the community in new ways to enhance student learning?

- 1. Consistent communication across grade levels with instructional routines
- 2. Overview of DBCI for all parents at the beginning of the year
- Perhaps at BTSN we ask our parents to complete a feedback opportunity to tell us what specifically they hope to have in the form of parent communication regarding student learning topics/formats

# How do we engage all members of the community in new ways to enhance student learning?

- **1.** What kind of communication would be best to support parents understanding DBCI more?
- **2.** Will a film on grade level favorites help with parents and students knowing what to do? Expect?
- **3.** How can we get more parents to come to our events that make this learning so accessible?
- **4.** Should we consider a new vision for Open House that includes this as a goal area? What would that look like?

### How do we best personalize learning for all students, including students who are advanced learnings, with student interest, passion, and voice?

- 1. Team time across all grade levels facilitating tier 1, tier 2, and tier 3 as well as planning for students working above grade l
- 2. Substantial student action teams and leadership opportunities across campus
- 3. Supporting students taking action and using their voice in a variety of ways

### How do we best personalize learning for all students, including students who are advanced learnings, with student interest, passion, and voice?

- 1. Can we implement electives to support all students have access to high interest topics?
- 2. Are there other opportunities to increase student interest through PBLs? Would teachers benefit from/want additional training opportunities for teachers?

### How do we best personalize learning for all students, including students who are advanced learnings, with student interest, passion, and voice?

- 1. How can we support teachers with the implementation of electives that will positively impact student learning?
- 2. What systems/resources are needed to continue to enhance forward progress in these areas?