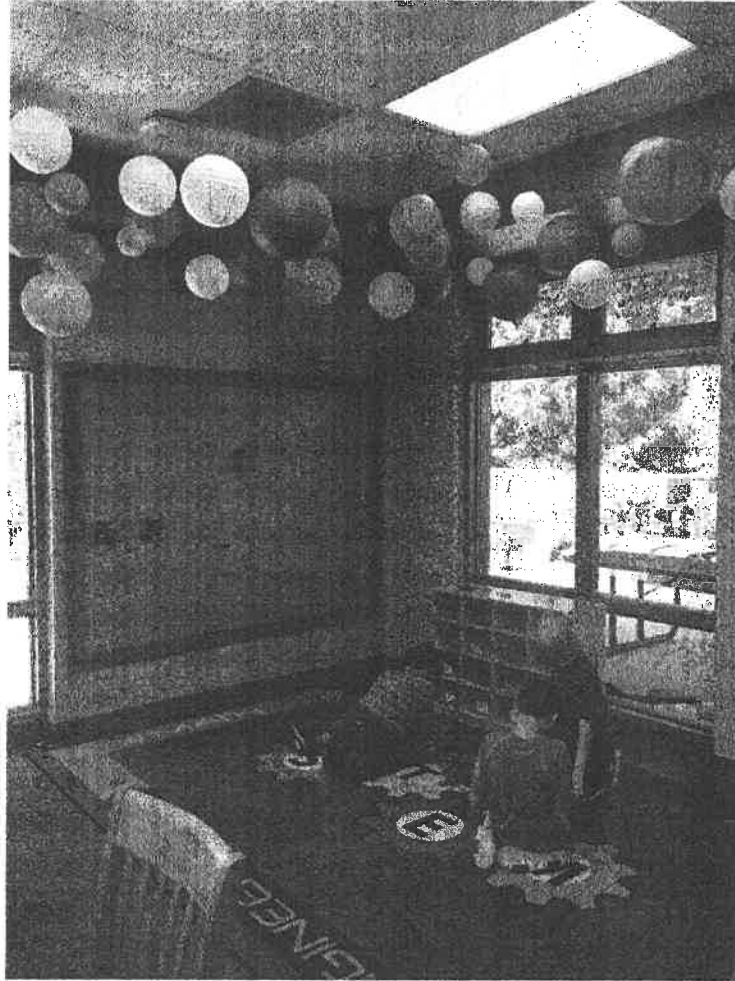


ENCINITAS UNION SCHOOL DISTRICT
Capri Elementary School
Single Plan for Student Achievement

School Year 2020-2021 CDS Code: 37-68080-6066989



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

Contact Person: Carrie Lancon
Position: Principal
Telephone Number: 760-944-4360
E-mail Address: carrie.lancon@eusd.net

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

____ (Date)

Capri COVID-19 Prevention Plan

<https://docs.google.com/document/d/1ae-NMntjv27VXICCYIblzGPILOu2xRt4daZ3B1H5qBw/edit?usp=sharing>

Pupil Learning Loss

Regardless of our learning model, Capri teachers will begin the year administering the Literably reading assessment and the iReady math Diagnostic assessment to all students. Teachers will continue to use formative assessments to determine student needs. School sites will use intervention teachers to support students who have already experienced learning loss or to support those who are at greater risk of experiencing learning loss.

Our teachers also 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.

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

We have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Each of our nine sites has a dedicated TRAC teacher who provides push-in lessons in all classrooms 2-4 times a month. The curriculum is based on CASEL's 5 Core Competencies. Classroom teachers are present for these lessons, and are asked to co-facilitate to ensure continuity between and follow-up after lessons. In addition, our TRAC teachers provide Tier 2 services to small groups of students in need of additional SEL support, determined by student and staff surveys.

Our Capri TRAC teacher provides one weekly in-person lesson 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 monthly newsletter to our families and communities to share the SEL work happening in classrooms and across the school.

Pupil Outreach and Engagement

Capri Teachers will take attendance in their daily live sessions and will mark students absent by 10:00 AM each school day. If the student is not present in both scheduled synchronous and/or assigned asynchronous learning activities, the student must be marked absent in the district's official attendance program. If the student does not

participate in either synchronous or asynchronous learning experiences provided by the teacher, then the lack of engagement needs to be documented and contributes towards the tiered strategies for re-engagement. For students who are identified for attendance and participation re-engagement intervention, site-based teachers, and mentors will implement the established re-engagement tiered plan.

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.

VISION

Capri Elementary School is a school focused on successfully preparing its students to connect and contribute through the acquisition of universal languages, including the languages of music, science, and computer coding. Capri students are equipped with the skills to understand, appreciate, and contribute to the demands of living, learning, and working in a changing world. Capri teaches a rigorous academic curriculum while promoting global awareness, intercultural understanding, communication, and collaboration. Capri teachers strive to meet the needs of our diverse multicultural, ethnic, and socioeconomic community through effective and engaging instructional strategies, ongoing evaluation and modifications, spirited parent involvement, and excellent communication with our families and community. Capri believes that all children can achieve high academic standards. At Capri, students are supported in their development of problem solving skills, creativity and innovation, global communication skills, and social responsibility and service to the community. Students leave Capri equipped with the life long skills necessary to succeed and thrive as they continue their education and take their place as positive contributors to our collective future.

MISSION

Our mission is to prepare our children to become contributing, involved, and responsible citizens of their community, country, and world. We have created a nurturing learning environment that fosters critical and innovative thinking and encourages students to collaboratively make intelligent decisions. We celebrate diversity as our students learn to interact respectfully and compassionately within our community as well as globally.

At Capri, we provide challenging learning experiences for all that include bicultural and bilingual opportunities, as well as an appreciation for diversity and an understanding of our potential contributions to positively change the world. The staff and families of Capri Elementary School are committed to ensuring that all Capri students become:

- Effective Communicators, Able to Connect with Others
- Contributors to and Responsible Members of Society
- Collaborative Team Members
- Self-Directed Learners
- Constructive Thinkers and Problem Solvers

Guiding Principles

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

Culture of Universal Achievement

Core Belief Amongst All Staff

It is our responsibility to help all children reach their highest potential to be successful in the 21st Century

One Focused School Goal

All students will meet or exceed grade level standards in English Language Arts and Math.

21st Century Learning Skills

Character Development

Safe and Orderly Environment

High Expectations for Staff and Students

School Climate Conducive to Learning

Parent Involvement

Systematic Implementation of:

Standards Based Curriculum

- Essential standards in English Language Arts and Math
- Develop Yearly Curriculum Maps
- Program Congruency
- English Language Development

Intervention

- SWELL time - School Wide Enriched Leveled Learning time (in school intervention, ELD, and enrichment groupings)
- Targeted academic support with intervention specialists
- Small group instruction in class
- Parent education trainings offered

Enrichment

- Differentiation of Instruction
- Small group instruction
- SWELL time - School Wide Enriched Leveled Learning time
- Math enrichment and challenge

Student Learning Goals

Assessment and Data Analysis

- On-going, formative, and summative
- Student Progress Meetings

Grade Level Collaboration

Professional Development

School Profile

Since opening in 1969, Capri Elementary School has served the community of Leucadia and its surrounding neighborhoods in north coastal San Diego County. Our families describe our school as a "hidden jewel overlooking the Pacific Ocean." Throughout the years, Capri has evolved to become a school focused on successfully preparing its students to connect and contribute through the acquisition of universal languages, including the languages of music, science, and computer coding. In addition, Capri offers the Dual Language Immersion Program, which serves approximately half of our student body.

Capri is proud to have been recognized as a California Distinguished School in 2014. In 2008 it was both a California Distinguished School and CSBA Golden Bell Award recipient. Capri currently serves approximately 710 students in grades K-6. The school day begins at 8:00 A.M. and ends at 2:20 P.M. In order to allow teachers an opportunity to meet, plan, and collaborate, students are dismissed at 12:45 P.M. on Friday afternoons. The school is comprised of 28 general education classrooms serving approximately 720 students. There are 17 primary (K-3) classes with the following student to teacher ratios: Grades K-Third, 24 to 1. There are 11 upper (4-6) classes with an average student to teacher ratio of 31 to 1. Capri is one of three Title I schools in the district. We also have 2 reading specialists, 2 math support teachers, 3 Learning Resource Center teachers and excellent classified staff. Site enrichment teachers also support the learning experience at Capri and include teachers for music, science, physical education, and computer coding, funded by parent donations.

The student population is representative of our diverse community. The following is a breakdown of the school demographics:

- 60.3% White
- 34.4% Hispanic
- 3.1% Asian
- 2.2% Other
- 18.5% English Language Learners
- 11.8% Special Education
- 23.2% Free or reduced lunch

Capri provides and exceptional educational experience for all students and offers unique learning opportunities that include: hands-on science education in a lab setting, general and instrumental music instruction, computer coding and programming instruction, Art In Action program, with a dedicated art studio and teacher/artist in residence, Cognitively Guided Instruction for math in all grade levels, one to one use of iPads for all students in grades K-6, and differentiation for all students in the areas of language arts and math. In addition, Capri offers the Dual Language Immersion Program where students receive instruction in Spanish and English and are eligible to receive the Pathway to Biliteracy Award at the end of the 6th grade.

The effectiveness of our instructional program is evident in the continual academic growth of our students. Capri was recognized as a California Distinguished School in Spring of 2014 and continues to be a high achieving school.

School-Wide Programs

School Wide Enriched Leveled Learning time (SWELL)

For the first 45 minutes of the school day, all students are able to receive differentiated instruction at their level to support and challenge their learning. The enriched learning opportunities include:

- Novel Studies
- Playwright Project
- Junior Great Books
- Writing through Visual and Performing Arts, Digital Media, and Service Learning
- English Language Development
- Reading intervention using Fountas and Pinnell

Students are placed in the appropriate SWELL time group based on assessment results and teacher recommendation.

Specials Rotations Wheeling Schedule and Grade Level Collaboration

All grade levels participate in enrichment classes as they rotate through four 30-minute weekly sessions. The classes include instruction in the areas of music, science, physical education, coding and programming and Yoga. Specialists in their respective areas teach the classes. During these wheel rotations, teachers have the opportunity to collaborate and plan instruction together in order to make informed instructional decisions to support student progress and learning.

Social-Emotional Learning

Our wellness plan aims to instill healthy habits that will help to develop a healthy mind and body. We offer our students the opportunity to participate in yoga classes weekly and focus on World Ready Skills and Traits to encourage positive citizenship. Through our garden-science class, our students participate in outdoor learning activities to foster an appreciation of our environment. As part of a district wide initiative, Capri also is part of the Green Team, which is comprised of students, parents and teacher leaders to promote environmental awareness and facilitate recycling in the school. In order to support the social emotional growth of our students, we also offer the SOAR/Big Buddy program where selected students can participate in social skills games and activities with their partners. We are now offering TRAC-a program that focuses on Teamwork, Regulation, Awareness and Community. This program will be offered to all students twice a month, and is taught by credentialed teachers. For outdoor support, Capri offers the Fit Kids program at lunchtime to engage students in positive activities during their play times. In addition, the Study Buddies program is a tutoring program offered to our students by the San Dieguito Alliance for a Drug Free Youth.

Student Engagement

As part of our commitment to student engagement, outside of the regular curriculum, students are invited to participate in our SWPPP Program, Math 24, GEO Bee Club, Science Fair, Film

Guild, Green Team, and Girls on the Run. Our students also participate in the Great Kindness Challenge, Ability Awareness Week, and a food drive for the North County Food Bank.

Dual Language

Capri offers a dual language immersion (DLI) program. The DLI program provides Spanish and English instruction to students selected through a lottery process. The DLI teaching staff has participated in numerous professional development opportunities and site visits to other dual language programs throughout the state. In addition, our DLI program staff works closely with the DLI staff at Paul Ecke Central Elementary. DLI Parent information meetings are held twice during the year and a new DLI parent orientation is offered at the beginning of each school year.

Extension/Intervention

The staff at Capri are dedicated to providing differentiated learning opportunities that meet the needs of our students. This year, the School Wide Enriched Leveled Learning time continues, offering students differentiated literacy support provided by general education teachers, special education teachers, the reading specialists and instructional assistants. This structure allows for students to receive either support or challenge activities at their instructional levels. SWELL time occurs four days per week for 45 minutes a day. Research-based curriculum by proficiency levels will be used. The Reading Specialist will train instructional assistants. Continuous progress monitoring of all students will allow students to be aware of and take ownership of their learning by recognizing their efforts on a continuous basis.

The special education support team at Capri consists of three educational specialists, a speech/language specialist, an occupational therapist, and a school psychologist who serve students who have qualified for special education services. The team also includes eight instructional assistants who are supervised and supported by the SPED staff.

English learners are instructed by BCLAD/CLAD credentialed teachers who fulfill the dual responsibility of imparting ELD instruction for students to develop proper forms and functions of the English language in order to access content curriculum.

Capri offers the following programs to students working above grade level:

- Writing through Visual and Performing Arts, Digital Media, Playwright Project, and Service Learning during SWELL time
- English Language Instruction using Jr. Great Books, College of William and Mary Units, National Geographic and Benchmark above grade level materials.
- Project Based Learning units
- Challenging math opportunities and extension activities for advanced math students
- ST Math, Ten Marks, and the Kahn Academy
- Accelerated Reader/STAR Reading/MYON

For students needing additional support to meet grade level standards, we offer the following:

- Targeted instruction from the Reading Specialist
- SWELL time support for reading intervention and ELD
- Imagine Learning for literacy support
- Differentiated instruction for math

- Read Naturally- fluency and comprehension
- ST Math, IReady, CGI, and Kahn Academy
- GLAD (Guided Language Acquisition and Design) units
- SRA reading comprehension and vocabulary support
- Accelerated Reader/STAR Reading/MYON/Benchmark Books
- Literably- new in 2018!

Parent/School Involvement

Capri has a highly involved parent community and we recognize their integral part in the success of our students. We view our relationship with parents as an ongoing partnership where we are working together in creating an exciting learning environment for our students where they are supported and nurtured. Parents provide leadership through the PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), District Advisory Committee (DAC) and Encinitas Educational Foundation (EEF). Capri parents are highly invested in contributing to the success of the school by serving as classroom volunteers, parent art docents, assisting with the school gardens and landscaping, and participating in various school-wide programs.

The PTA is instrumental in organizing events such as fundraisers, book fairs, the Fall Festival, Red Ribbon Week, restaurant nights, Capri de Mayo, sixth grade promotion, Mini Grants, and the Jog- A- Thon. Furthermore, the PTA funds school-wide educational programs/assemblies that have an academic and social focus, including the "Walk Through" assemblies for grades 4,5, & 6.

Encinitas Education Foundation (EEF) donations make it possible for all students to experience hands on science, music, PE/Yoga, and art by funding specialty teachers during the wheel program.

There is strong community support and commitment to the development of students as life-long learners and productive citizens. This is demonstrated through partnerships with Operation School BELL, Rotary and Elks Clubs, the Encinitas Public Library, Junior Achievement Biz Town sponsors, UCSD, YMCA, and the San Dieguito Alliance for a Drug Free Youth, and other community-based programs offered to Capri students.

For additional school information, the School Accountability Report Card (SARC) for 2016-17 published in 2016-17 may be reviewed. The Capri SARC is available at:

<http://www.eusd.net/wp-content/uploads/2017/01/Capri-SARC-2015-16-English.pdf>

School Site Council Membership

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

Name of Members	Principal	Certificated	Classified/ Other	Parent/Community Member
Carrie Lancon	X			
Audrey Critchlow		X		
Chelsea Charles		X		
Nancy Jois		X		
Donna Mills		X		
Lauren Calderone (Chairperson)				X
Denean Mosman				X
Jay Kelley				X
Alex Nemet				X
Kim Kuzma				X
Number of members of each category	1	4		5
Lynn Thornton (Alternates)				1

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assured 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

☒ Other (School Staff and PTA)

4. The school site council reviewed the content requirement 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 achievement 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 November 13, 2020.

Carrie Lancon

Typed name of school principal

Signature of school principal Date: November 17, 2020

Lauren Calderone

Typed name of SSC Chairperson

Signature of SSC Chairperson Date: November 17, 2020

Federal State and Local Data

Analysis of Current Educational Practice:

The following statements characterize educational practice at this school:

Alignment of curriculum, instruction and materials to content and performance standards:

- Teachers participate in individual, site and district level staff development
- Teachers share ideas in grade level meetings focused on student learning and analysis of assessment data
- Curriculum, instruction and assessments used in the classrooms are from the California Common Core State Standards.
- Teachers use grade level content standards and pacing guides to plan and deliver lessons

Availability of standards-based instructional materials appropriate to all student groups:

- The District provides state adopted texts and digital core curriculum to all students and staff.
- Special education and acceleration programs are available to all students qualifying for these programs
- Alignment of staff development to standards, assessed student performance and professional needs:
 - Teachers share ideas and suggestions through grade level team meetings
 - Teachers have two hours per week of release time to determine essential standards, develop assessments and analyze student data to improve the quality of classroom instruction
 - Modified days are used for professional development and articulation

Services provided by the regular program to enable under-performing students to meet standards:

- Research-based language arts and math interventions are available during the school day through our intervention programs-SWELL and Site Math and Reading Support.
- Teachers provide small group instruction to meet the varied needs of the students in the classroom
- Read Naturally, Fountas and Pinnell, Imagine Learning, Accelerated Reader, Literably, MyON Reader, ST Math, and Ten Marks have been purchased by the school or district to help with remediation of students who are below grade level in reading or math
- Imagine Learning software is also used by our English Language Learners

Services provided by categorical funds to enable under-performing students to meet standards:

- Supplemental Instructional Materials
- During school Intervention Programs
- ELPAC Testing
- Translators for parent meetings

Additional Services

- Small, social-skills groups help students develop a range of skills they need for school and life.
- Social-Emotional skills include the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.
- SOAR Buddy Program
- TRAC Program
- All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.
- There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success and must be woven into the work of every teacher in every classroom and every after school and summer enrichment program, if we truly want to prepare all our students for college and careers.

Source: CA Department of Education: <https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>

Use of state and local assessments to modify instruction and improve student achievement:

- Inventory Standardized Testing and Reporting (CASSPP)
- Site developed assessments (math, language arts, and writing)
- English Language Proficiency Assessments for California (ELPAC) – ELL Students
- Fountas and Pinnell, Literably, Stieglitz, and Development Reading (DRA) reading assessments

Number and percentage of teachers in academic areas experiencing low student performance:

- All students are heterogeneously grouped at Capri
- All staff members experience some degree of low student performance

Family, school, district and community resources available to assist these students:

- The Parent Teacher Association (PTA)
- The Encinitas Education Foundation (EEF)
- Before and after school childcare is available through the YMCA Y-Club at Capri
- Adult volunteers actively support student achievement daily at Capri
- High school "study buddies" provide 1:1 tutoring support for students
- Intervention Programs are available during the day for reading and social emotional needs

Capri School CAASPP Analysis

SCHOOL PERFORMANCE OVERVIEW

Capri Elementary

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

Chronic Absenteeism



Green

Suspension Rate



Yellow

English Learner Progress



No Performance Color

English Language Arts



Green

Mathematics



Green

School Details

NAME
Capri Elementary

ADDRESS
241 Capri Road
Encinitas, CA 92024-1214

WEBSITE
<http://www.cusd.k12.ca>

GRADES SERVED
K-5

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE English Language Arts

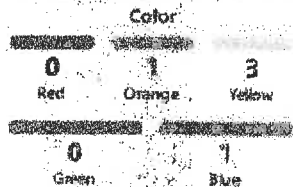


Green

43.3 points above standard

Increased 3.9 Points ▲

EQUITY REPORT Number of Student Groups in Each



LEARN MORE Mathematics

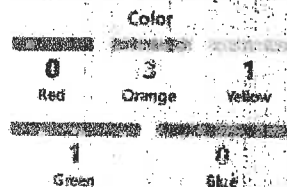


Green

32.1 points above standard

Declined 4.7 Points ▼

EQUITY REPORT Number of Student Groups in Each



LEARN MORE English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
27.7%

Level 3 - Moderately Developed
49.2%

Level 2 - Somewhat Developed
15.4%

Level 1 - Beginning Stage
7.7%

CAPRI ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism



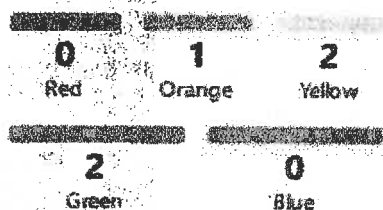
Green

**5.7% chronically
absent**

Declined 0.5% ▼

EQUITY REPORT

Number of Student Groups in Each
Color



CAPRI ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate



Yellow

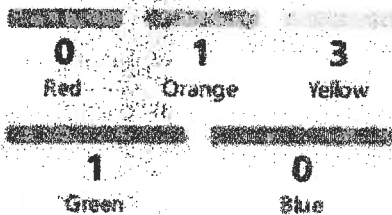
0.6% suspended at
least once

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each

Color



Capri Conclusions from 17-18 SBAC Data:

- Overall Student performance was strong in both ELA and Math
- Of the 400 students tested in ELA, 43.9% met or exceeded standards, for a growth of 3.9 points from the year prior.
- Of the 400 students tested in math, 32.1% met or exceeded standards with a decline of 4.7 points from the year prior.
- Continued emphasis should be focused on reading comprehension for all students
- Continued emphasis should be on professional development around CGI math instruction integrated with use of iReady Math Program and digital curriculum for all students
- All academic supports should continue to support all students in both ELA and Math
- Focus and discussion around effective instructional strategies for reading, writing and math problem solving is a next step in supporting all subgroups including EL and Students with Disabilities

Subgroup Data Analysis: ELA:

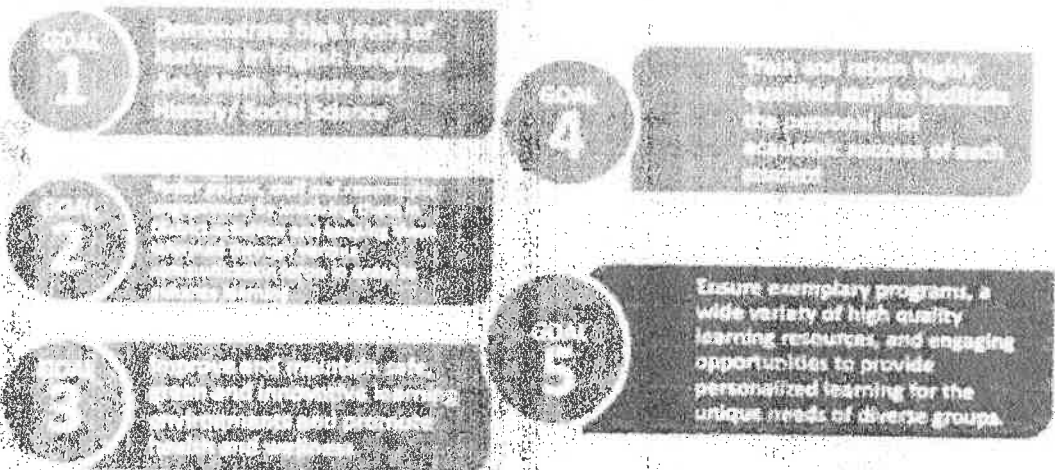
- The Hispanic subgroup consists of 135 students, this subgroup increased by 3.3 points from the year prior and is still 5.5 points below the required standards.
- The English Learner subgroup consists of 88 students, this subgroup increased by 6 points from the year prior and is 39.5 points below the required standards.
- The Students with Disabilities subgroup consists of 70 students, this subgroup declined by 13.2 points and is still 45.4 points below the required standards.
- The White subgroup consists of 242 students, this subgroup increased by 3.2 points, this group is 67.1 at or above the required standards.
- **OVERALL: of 400 students tested, the entire Capri group is 43.3 points above the required standards and increased by 3.9 points.**

Subgroup Data Analysis: MATH

- The Hispanic subgroup consists of 135 students, this subgroup declined by 5.8 points and is 8.2 points below the required standards.
- The English learner subgroup consists of 88 students, this subgroup declined by 3.9 points as is 34.8 points below the required standards.
- The Students with Disabilities subgroup consists of 70 students, this subgroup declined by 14.8 points and is 52.1 points below the required standards.
- The White subgroup consists of 242 students, this subgroup declined by 6 points and is still 51.8 points above required standards.
- **OVERALL: of 400 students tested, the entire Capri group is 32.1 points above the required standards and declined by 4.7 points.**

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**

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

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

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

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

SWELL

ELA Supports

DLI Momentum and Team Building & collaboration with PEC

Community/Parent Communication and Involvement

Developing Green Team and focus on Environment and Conservation

Personalized learning opportunities for all students via the Capri Commons experience and the student interest-based clubs which have formed

Growing:

TRAC Program

Student Mentor Project

Mathematical Discourse/Juli Dixon Training/CGI

A focus on chronic absenteeism and solutions to support students and their families

Therapy pet program- formation of Love on a Leash chapter at Capri to support students' emotional needs.

Focus on Capri Traffic issues and safety at drop-off and pick-up

Teachers engaged in Mathematical Discourse during Wheel Collaboration

Decreasing quantity of student absences and tardies

Traffic issues at drop off and pick up

GOAL #1 - SPSA 2019-2020

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

<ul style="list-style-type: none"> • Educational Base Program • Summer Support (EL, Sped, Enrichment) • Multi-Tiered Systems of support for all learners • Assessments and Monitoring Tools 	<p>Indicators used by the site to analyze progress: What we look for by the Fall 2018</p> <ul style="list-style-type: none"> • CAASPP scores • CAST scores • California Benchmark Results • ELPAC results • Local assessments, projects and evaluations • Intervention progress monitoring tool
<p>Met Expectancies <u>X</u></p> <p>Students are making adequate progress overall and a focus remains on subgroup performance for ELs and Students with Disabilities</p> <p>Expectancies Not Met <u> </u></p> <ul style="list-style-type: none"> * Intervention plan to focus on: Continue SWELL Program to focus on leveled literacy and reading comprehension * Continued Targeted ELD instruction in small groups with pull-out intervention teachers and integrated ELD in classroom small groups * Continued use of two math support teachers to focus on math problem solving <p>Met Expectancies is defined as progress according to expectations on indicators and progress in place to review actions and indicators.</p>	

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 CGI training & iReady Training	August 2019 - June 2020	CGI Training (TBD) Sub costs per teacher	District Funds
Reading Specialist Certificated Salary to coordinate SWELL and provide small group ELA & ELD supports	August 2019-June 2020	\$ 75,237	Title I Budget

Math Consultants (2)	August 2019-June 2020	\$43,780	Supplemental Concentration
Continued PD for ELA and ELD	August 2019-June 2020	\$0	N/A
Using iReady Diagnostic Tools to assess students each trimester to determine areas of need and use results to guide student interventions and use results to analyze supports and interventions	August 2019-June 2020	\$0	N/A

GOAL #2- SPSA 2019-2020			
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Attendance at parent conferences • Parent surveys • Attendance at events such as Enrichment Showcase, Family nights, etc. • Focus groups such as PTA, SSC and REP • Responses and/or analytics for website, newsletters and social media 			

Met Expectancies Y

School uses various means of parent communication to share regular updates

School solicits regular feedback from parents, staff and students

98% attendance at parent conferences

78 parents responded to parent survey - down from last year

More than 300 students replied to "What Matters to you Matters" application/survey

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	August 2019 - June 2020	\$400	PTA Funds
Teachers will share data with parents twice a year at parent teacher conferences	August 2019 - June 2020	\$0	N/A
Teachers will utilize Literably to monitor reading progress three times per year	August 2019 - June 2020	\$32,000	District Funds
Annual Parent Survey in the Spring	Spring 2020	\$250	District Funds
ELAC, PTA, EEF, SSC Meetings	August 2019 - June 2020		

GOAL #3 - SPSA 2019-2020

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

District Areas of Focus:

- School Safety Planning
- TRAC Program
- 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
- Self-indicators such as discipline referrals and surveys
- Co-Designboard student opinion data

Met Expectancies X

Site is maintained and cleaned regularly, programs include quarterly walk-throughs

SWPPF Recycling, SCRAP Cart, SOAR Program

School Emergency Action Plan is current and shared publicly

Staff is trained annually on Emergency Procedures

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 2019 – June 2020	None.	
Principal will update Emergency Action Plan and Train Staff	August 2019	None	
IRAC Program will begin in August 2019	August 2019	Site- no expenditure EUSD will fund a 50% certificated instructor	EUSD

GOAL #4 – SPSA 2019-2020
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

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 2019 - June 2020	\$500/teacher	District Funds
Principal and District Staff will provide ongoing professional development to meet school and district goals	August 2019-June 2020	None	
Principal will conduct observations and complete evaluations according to district protocols	August 2019-June 2020	None	

<p align="center">GOAL #5 – SPSA 2019-2020</p> <p align="center">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.</p>				
<p>District Areas of Focus:</p> <ul style="list-style-type: none"> • 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 				
<p>Indicators used by the site to analyze progress:</p> <ul style="list-style-type: none"> • Response to Intervention process- monitoring • Student Interim and End of Year (EOY) data • Student surveys • Digital tools and usage reports and progress • CA Dashboard indicators including distance from 3 and sub-group movement 				
<p>Met Expectancies <u> X </u></p> <p>Evidence of learner engagement through research and design: GeoBee, Math 24, SWAPP, Film Guild, SOAR, Star Tech.</p> <p>Wide range of pedagogy and materials used to support personalized learning.</p> <p>Capri Creative Commons in Design Phase</p> <p>Expectancies Not Met <u> </u></p>				
<p>* Intervention plan to focus on:</p> <p>Met Expectancies is defined as progress according to expectations on indicators and processes in place to renew actions and indicators.</p>				

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		
Students will participate in project-based learning opportunities.	August 2019 - June 2020		
Creative Commons Liaison	August 2019-June 2020	\$10,000	Title I Funds
Creative Commons Phase 2	August 2019-June 2020	\$10,000	Title 1 Funds, PTA, EEF
Potential Site Areas for Design and Research based on analysis:			

- How do we improve instruction and student learning in ELA and Math for all subgroups?
- How can we provide greater support for our English Learners?
- How can we provide greater support for our students needing acceleration in Math and ELA?
- How can we fund and support social emotional learning? -
- How should we continue to design and implement our Capri Creative Commons?

Proposed Expenditures Related to Actions

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85% of expenditures from Consolidated Applications programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
Translators (Conferences, SSTs, etc.)	\$2000.00	Title I
Instructional supplies	\$43,348	Title I
ELPAC Testing	\$0	LCFF
Reading Consultants	\$ 123,285	Title I
TOTAL	\$168,633	Title I