

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leonardo da Vinci K-8 School	34-67439-6059315		June 20, 2019

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

#### SPSA DEVELOPMENT

LdV's planning process for this year's SPSA included several steps. From September 2018 through May 2019 the principal attended two meetings per month to develop the LdV Cycle of Continuous Improvement and incorporate joint teacher-administration decisions into instructional plans to raise academic achievement. For eK-8th grades the principal and grade level teacher teams had three academic conferences to analyze student data (including CAASP data, report card data, and grade level specific measurements) and discuss instructional strategies. The middle school teams met up to twice weekly with the Assistant Principal for academic conferences related to individual students. The middle school team and Assistant Principal also have monthly meetings to discuss students, curriculum, and instructional plans.

The Instructional Area Superintendent assigned to supporting LdV has offered SPSA feedback, goal development and support in data analysis and strategic planning to raise to student achievement from August 2019-May 2020. The teachers and administration internally work on the SPSA and share their work with the parent members in the School Site Council (SSC) and English Language Advisory Council (ELAC).

The School Site Council, which is comprised of five parents and five teachers or administrators, meets nine times a year on the first Wednesday of the month. The SSC reviewed the data described above, as well as the current year SPSA, and developed a collective expertise on the school budget, school resources, PTC funding, and student academic data. This SPSA reflects the combined efforts of the members of School Site Council to address the deficiencies identified in the data.

## SCHOOL BACKGROUND

School Mission: Leonardo da Vinci K-8 School is a community dedicated to the development of the whole child as a literate, curious, and inventive person, responsible for preserving and creating beauty in cultural and natural environments. LdV fosters this Renaissance child of the Arts and Sciences model through Integrated Thematic Instruction.

Leonardo da Vinci School (LdV) was established in 1989 as an early kindergarten through 8th grade school site and today there are now 886 students enrolled. The student makeup includes one early kindergarten class, four classes at each grade level from kindergarten to third grade, three classes for each grade level from fourth to sixth grade, and 156 middle school students. Students in middle school grades 7 and 8 rotate to six different classes and are taught by teachers who hold single subject credentials and experience teaching high school. Students are taught through board-adopted texts, thematic instruction (Highly Effective Teaching formerly called Integrated Thematic Instruction), and mastery projects(long term, in-depth projects supported by written report and oral presentation). In addition, LdV incorporates the following into thematic units used at every grade level: field trips, large end-of-unit projects, research projects, oral presentations, science instruction, social science curriculum that connects to the English Language Arts Program, and math that covers the four common core domains.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### DOCUMENT IMPROVEMENT AIM

The goal is to increase 4th-6th grade math scores for EL and African American students in all math domain areas tested on CAASP and on the SCUSD report card.

## Identified Need

### 1. DOCUMENT NEEDS ASSESSMENT

Increase scores by 10% on the Smarter Balanced Assessment Curriculum (SBAC) test and one number grade on report card by June 2020.

### 2. DOCUMENT PROBLEM STATEMENT

Increase scores by 10% on the Smarter Balanced Assessment (referred to as SBAC or CAASP). In 4th-6th grade, EL and African American math data and skills by one number level on report cards

Specific data shows that at Leonardo da Vinci School, only 52% of LdV 4th-6th grade students are meeting overall proficient standards on the SBAC in math (PTAI 2018 data). According to the school 2018 SBAC scores, LdV subgroup data shows the largest groups of students not meeting math proficiency are African American (60.9%), socioeconomically disadvantaged (65%), special education (68.2%) and EL (78.9%). The LdV overall average for 4th-6th grade school wide data is 48% (source: PTAI software system and data derived from SBAC 2018 data).

### 3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Math instructional training and implementation of frequent student feedback are needed. LdV intends to achieve this goal by providing school-wide math training in instructional strategies, science professional growth and provide instructional materials. SCUSD math coach will support professional growth and LdV math instructional aide will support math skills. Students are not learning math domains in each academic year, as demonstrated by CAASP data. Students need domain-specific frequent feedback and instruction. Students need opportunities to demonstrate knowledge until they acquire mastery. Parent support is needed with answer documents, online resources and attendance at monthly teacher meetings in order to learn the new vocabulary and instructional methods of grade-level math standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Conferences: assess report card domains and data for each and every eK-8th grade student. Academic conferences allow student by student data assessment, instructional	Two academic conferences are scheduled to student individual student data and to create individual student action plans in January and Spring.	Record and create action plans for students not making grade level progress.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>planning, and analysis. Target benchmark progress for EL and African American students.</p> <p>LCFF L.I. \$7,500.</p>		
<p>Monthly Parent Meetings.</p>	<p>Monthly parent meetings are scheduled and will include math curriculum instruction (vocabulary and application) at the monthly parent meetings.</p>	<p>Allow parents to access common core math vocabulary and monthly math objectives in incremental monthly meetings. Teachers leading parents will support students, at home.</p>
<p>Student Study Team (SST) Meetings: teacher PD on serving students with ADHD, special needs, Autism, and processing delays will help support students and teachers with appropriate accommodations so all students have the support needed to meet grade level standards.</p> <p>LCFF L.I. \$4,000.</p>	<p>Monthly SST meeting allow an educational team and parents to assess specific student data and make an action plan for appropriate targeted interventions and services.</p>	<p>Supporting all students and faculty with training and accommodations will allow are targeted students (and all students) demonstrate math improvement and proficiency.</p>
<p>EL Aide Training and increase tutoring hours for math. EL students need access and explicit vocabulary instruction for common core math standards. Bilingual aide to have access to math training and instruction so she can include math in her EL push in and pull out support of EL students who need LdV RTI tier III math intervention.</p> <p>LCFF L.I.: \$4,000</p>	<p>EL student math scores on homework, tests, and exit tickets will show improvement.</p>	<p>With bilingual aide support and teacher feedback, test scores and exit ticket scores will improve by 10% with 100% of homework turned in.</p>
<p>Instructional supplies will support student access to differentiated materials to access paper, graph paper, computers, pencils, calculators, multiplication tables, texts and</p>	<p>Supplies are needed to serve students educational needs.</p>	<p>By providing computers, paper, and instructional resources-math grades will improve by one number grade and 10% on the CAASPP.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>resources. Instructional materials (texts, technology, paper, and materials) will support students in math with access to paper, equipment, and technology to support access to grade level common core math standards. Materials accessed by students who are below grade level and needing additional support. Instructional materials.</p> <p>LCFF, L.I.: \$13,900</p>		
<p>Instructional aide for math, 6 hours per week, can help support students with targeted instructional support within the four common core math domains.</p> <p>LCFF, L.I. : \$4,000</p>	<p>support EL and African American students with targeted support in specific math foundational skills and domains based on assessment data.</p>	<p>Improve individual student progress, targeting EL and African American students, in math skill areas.</p>

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

## Strategy/Activity 1

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

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

Strategies and activities to incorporate PD for all teachers and focus on teacher feedback will be applied at all students. The target population will be EL and African American students.

### Strategy/Activity

#### 1. DOCUMENT IMPROVEMENT AIM

DOCUMENT NEEDS ASSESSMENT CREATES THE IMPROVEMENT AIM:

2017/18 SBAC Data: Combining “standards exceeded” and “standards met” data, the percentage of students meeting or exceeding math standards in 4th, 5th, and 6th grade:

37% 4th grade

36% 5th grade

38 % 6th grade

Performance & Targeted Action Index (PTAI) Data:

Percentage of students not on grade-level track for math (limiting access to high school admission, A-G classes and widest array of post-secondary options):

4th 45.63 (47 students)  
5th 56.44 (57 students)  
6th 44.21 (42 students)

Disproportionality Data Summary by sub group, 4th-6th grade:  
Percentage of students who met criteria (criteria is NOT on track for math):  
Percent of all students who met criteria (criteria is NOT on track for math):

EL  
78.9%  
Special Education  
68.2%  
Initially Fluent  
66.7%  
SES  
65%  
Latino  
62.7%  
African American  
60.9%

Needs Assessment:

Specific data shows that at Leonardo da Vinci School, only 52% of our 4th-6th grade students are meeting overall proficient standards on the SBAC in math (PTAI 2018 data). According to the PTAI data system, the following percentages and number of students not meeting math grade standards are as follows: 4th grade: 45.63% (47 students); 5th grade: 56.44% (57 students); and 6th grade, 44.21% (42 students). According to CDE data published in SCUSD Illuminate, LdV data is lower-combining standards exceeded and standards met data results in the following percentage of students being proficient on standards: 37% in 4th grade, 36% in 5th grade and 38% 6th grade.

Reviewing the data further specific percentages in exceeding, meeting, and falling below math standards in specific areas of the SBAC were identified. The proficiency rate in combining exceeding and nearly meeting standards is as follows:

Concept and Procedure

4th: 26  
5th: 37  
6th: 35

Problem solving and modeling

4th: 23  
5th: 25  
6th: 24

Communicating Reasoning

4th: 30  
5th: 30  
6th: 30

LdV's SBAC subgroup data shows the largest discrepancies of students not meeting math proficiency are: African American (60.9%), socioeconomically disadvantaged (65%), special education (68.2) and EL students (78.9). The school 2018 SBAC school-wide average was 48%.

The PTAI data, report cards, and SBAC show consistent multiyear data for LdV 4th-6th grade students show an average math readiness rate of 50%, and that subgroup data for EL, socioeconomically disadvantaged, special education, and African American students, are 10-18% below the overall average scores for math readiness.

Future learning will be modified as follows: curriculum and instruction plans will include standards based curriculum extensions for Envision materials and EL support materials; math reasoning and instruction PD will be provided for staff; data from academic conferences will be used to plan instruction and more consistent benchmark assessments of standards beyond Envision texts. It is important to note that the impact to learning math standards with proficiency in 4th-6th graded sets an A-G high school requirement trajectory and college pathway. To need students to acquire math proficiency is urgent in order to maintain the goal of ensuring every student has the eventual opportunity to attend a four-year college or university.

SBAC/CAASPP Data for current 2018-2019 school year and Performance & Targeted Action Index Indicator:

Based on the Performance & Targeted Action Index Indicators, the students in the grade levels below are not on grade-level track for math:

24.44% 4th graders not on grade-level track for math-PTAI

14.44% 5th graders not on grade-level track for math-PTAI

32.29% 6th graders not on grade-level track for math-PTAI

However, per the most recent SBAC/CAASPP data the following percentages of students did not meet standards for math:

24% 4th graders not on grade-level track for math-SBAC

19% 5th graders not on grade-level track for math- SBAC

41% 6th graders not on grade-level track for math-SBAC

While the percentages have some discrepancies, the need for improvement is consistent.

## 2. DOCUMENT HIGHEST PRIORITY CHANGE IDEA

Teacher feedback will lead to improved student learning. Professional growth on student instructional strategies and feedback will enhance student academic performance. Teacher graded homework, teacher graded exit tickets, and student reflection will result in higher test performance for report cards and CAASP.

A. Exit ticket will provide teacher feedback and allow for written student reflection.

B. Parents have copies of math answers and access to online resources.

C. Math tests graded for each domain. Teacher feedback and student reflection

### 3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Action	Tenet	Owner	Targeted Completion Date	Milestone
<p>Students are not learning math domains in each academic year, as demonstrated by CAASP data. Students need domain-specific frequent feedback and instruction. Students need opportunities to demonstrate knowledge until they acquire mastery. Parent support is needed with answer documents, online resources and attendance at monthly teacher meetings in order to learn the new vocabulary and instructional methods of grade-level math standards.</p>	Faculty	Faculty and Parents	June 2020	<p>Academic conferences: October, February, April</p> <p>Report cards: November, March, June</p> <p>CAASP Data</p>
<p>Math Coach. A SCUSD Math Coach will attend LdV academic conferences, lead a summer training, and two math PD sessions at faculty meetings. Further, the SCUSD math coach will meet with LdV math leadership team four times to discuss academic language in math and support LdV analysis of student data.</p> <p>Substitutes needed for PD opportunity</p> <p>LCFF 6100.00</p>	Faculty, Administration, and SCUSD Coach	Faculty, Administration, and SCUSD Coach	June 2020	<p>Academic conferences: October, February, April</p> <p>Report cards: November, March, June</p> <p>CAASP Data</p>
<p>Math Leadership Team Development. Work with Math Leadership Team (all 4th-6th grade teachers and one SDC intermediate teacher) to look at fish bone, process Empathy Interview Data, and use</p> <p>Empathy Interview students as an academic conference focus group for FY 19-20.</p> <p>LdV will continue to record data for all students but share math topic tests and break down scores into four math areas (on report card).</p>	Faculty, Administration, and SCUSD Coach	Faculty, Administration, and SCUSD Coach	June 2020	<p>Academic conferences: October, February, April</p> <p>Report cards: November, March, June</p> <p>CAASP Data</p>

### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
39,500	LCFF Low Income

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Implementation of strategies will occur during Faculty Common Planning Time, Faculty Meetings, and grade level team Academic Conferences. These structures allow time and training to implement math instructional strategies, math test data analysis, and math Exit tickets review. The Academic Conferences will provide a structure to evaluate the effectiveness of the strategies and activities by evaluating student data achievement.

Date of Academic Conference:

Data Report in each grade level of % or 1-4 data in four specific math domains for Oct., February, and April

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Data recording for EL, African American, Hispanic, and special education

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

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

Goals and budget will be goals met will analyzed by the SSC quarterly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any data showing a need to identify and change SPSA will be based on student data in math domains, student data analyzed according to our non-proficient EL and African American students, report card data and CAASP.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

ELA Goal:

LdV's goal is to improve the overall ELA scores of 4th-6th graders by one report card number and by 10% on CAASP scores by June 2020.

LdV faculty will accomplish this goal by using HET Thematic Learning by embedding standards into the thematic units with use of extension articles, novels, and the Benchmark Associate Curriculum for the instruction of foundational skills, reading skills, writing skills, comprehension development, vocabulary understanding, and Fontis and Pontell language development skills (as measured in Benchmark Associates).

For all K-8th, we are focused on our ELA foundational skills in eK-8th grade as measured by the Benchmark reading levels (comprised of fluency, accuracy, comprehension), BPST growth (1-3), Words Their Way Spelling Inventory, and narrative/opinion writing. We expect all students to increase report card data one number and for CAASP scores to increase 10% for all students.

## Identified Need

Data from PTAI and the California Dashboard reveal the following:

- Out of 90 4th grade students, 16% or 15/90 students are designated free/reduced/low income.
- Out of 22 students in 4th grade who are not grade level on track for ELA, 8 of them are designated free/reduced/low income for a disproportionality rate of 2.18.
- Out of 96 5th grade students, 17% or 17/96 students are designated free/reduced/low income.
- Out of 39 students in 5th grade who are not grade level on track for ELA, 8 of them are designated free/reduced/low income for a disproportionality rate of 1.16. Out of 17 students in 5th grade who are not grade level on track for Math, 10 of them are designated free/reduced/low income for a disproportionality rate of 1.82.
- Out of 99 6th grade students, 25% or 25/99 students are designated free/reduced/low income.
- Out of 45 students in 6th grade who are not grade level on track for ELA, 19 of them are designated free/reduced/low income for a disproportionality rate of 1.67. Out of 25 students in 6th grade who are not grade level on track for ELA, 12 of them are designated free/reduced/low income for a disproportionality rate of 1.22.

Based on the PTAI indicators, 32% of current 4th graders,

24% of current 5th graders, and 40% of current 6th graders are not grade-level on track for

ELA. However, per the most recent SBAC/CAASPP data, 27% of LdV current 4th graders, 18% of current 5th graders, and 20% of current 6th graders did not meet standard for ELA.

From the data, between 27% and 32% of LdV 4th graders are not at grade-level in ELA

Also from the data, between 18% and 24% of LdV 5th graders are not at grade-level in ELA, In addition, and depending on the data set relied upon, between 20% and 40% of LdV 6th graders are not at grade-level in ELA.

Findings: the data requested by SCUSD for this template in the PTAI and CAASP is not consistent.

For the purpose of the SPSA, LdV uses CAASP data in order to most accurately identify needs, outcomes, and plans. The number associated in each grade level is not just a number such as 25/99 students. That number represents students and LdV will not have a quarter of LdV 6th grade students promote to middle school without the foundational skills needed for literacy, access to high school, and college programs of choice.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Academic Conference Data measures benchmark assessments, novel study comprehension tests, information comprehension scores, Fontis and Pontell reading assessment levels, BPST, spelling inventory scores, writing by genre, report card CAASP. Academic Conferences to norm student writing, align thematic projects and writing assignments to standards, assess reading skills, analyze grade level student data. Academic conferences lead to referrals, support and improvement of student learning. Subs for academic conferences are needed.</p> <p>LCFF L.I. \$7500</p>	<p>Student baseline is individual. Our focus is the bottom 25% (students not at grade level) in foundational skills.</p>	<p>Academic conference plans for students will improve student performance.</p>
<p>EL Aide to support push in and pull out for EL students in foundational skills.Bilingual</p>	<p>ELPAC (formerly referred to as CELDT) and teacher referrals identify students who need EL</p>	<p>Increase report card foundational skills and ELA skills by 1 number grade.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>aide services to support English language development, proctor ELPAC test, translate ELAC meetings, translate SST meetings, direct services to students for EL support with reading, writing, comprehension, expressive language, verbal skills, and work completion. Bilingual aide ten hours, per week.</p> <p>LCFF EL \$14,038</p>	<p>support to improve report card foundational skills and ELA skills by 1 number grade.</p>	
<p>writing intervention teacher to support writing conventions and content in each genre will improve foundational skills. Intervention teacher for foundational skills K-6 (writing/comprehension), .4 position- two days per week or 12 hours which is reduced from .6 in 2019-2020.</p> <p>LCFF L.I. \$24,334</p>	<p>The lowest 2-3 students, per class, are identified for writing intervention support. With support writing scores for content and mechanics in opinion writing, narrative writing, and informational writing will improve 1 number grade.</p>	<p>With support writing scores for content and mechanics in opinion writing, narrative writing, and informational writing will improve 1 number grade.</p>
<p>Reading instructional aide will provide multi-sensory reading program to support reading skill development. 4. Intervention aide for foundation skills K-6 (reading/multi-sensory research based program for phonemic awareness/multi syllabic words, and foundational reading skills</p> <p>LCFF L.I. \$8,000</p>	<p>Baseline data is based on individual student scores.</p>	<p>Reading levels will increase 2-3 letters on the Fonti and Pontell Benchmarks. On report card and foundational skills will improve one number score.</p>

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

## Strategy/Activity 1

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

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

All students benefit from attention to specific learning in all ELA foundational skills areas. LdV Tier II and Tier III support is offered to students needing additional resources.

**Strategy/Activity**

Record academic conference data and provide support for grade level achievement in foundational skills.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

39,834.00

LCFF Low Income

**Strategy/Activity 2**

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

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

EL Instructional Aide support in ELA support targeted students with specific intervention and support.

**Strategy/Activity**

Push in and pull out instruction to deepen meaning and performance in foundational skill development and mastery.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

14038

LCFF EL

**Strategy/Activity 3**

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

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

Summer 2019- Professional Growth for teachers to prepare for 2019-2020: Area 3 Writing Project Training, HET Training and Planniing Opportubity, GATE workshop and Data Dive Time and Planning

**Strategy/Activity**

Intervention teachers: our K-3, 4-6, and .4 MS intervention teachers will continue to provide target Response to Intervention support to our students in ELA K-8th Grade.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
200,583	Other

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Implementation of strategies will occur during Faculty Common Planning Time, Faculty Meetings, and grade level team Academic Conferences. These structures allow time to implement ELA instructional strategies and evaluate the effectiveness of our learning activities as evidenced by student achievement in ELA.

Date of Academic Conference:

Data Report in each grade level of % or 1-4 data in four specific ELA domains for Oct., February, and April

K

1

2

3

4

5

6

7

8

Data recording for targeted EL, African American, Hispanic, and special education

K

1

2

3

4

5

6

7

8

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

Goals and budget will be goals met will analyzed by the SSC quarterly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any data showing a need to identify and change SPSA will be based on student data in math domains, student data analyzed according to our targeted EL and African American students, report card data and CAASP.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

Three components of SPSA Goal 3 are as follows:

1. Establish and hire a counseling intern to support LdV program with mental health counseling services.
2. Establish and fill a ten hour per week school community liaison position.
3. Establish and fill a noon-duty aide position to support school safety.
4. Secure instructional materials, copier agreement, postage and phone service to allow students to have needed materials and supplies.

In the fall of 2018, our chronic absence levels have increased from 1.85% to 3.47%. At LdV, we are dedicated to the education of the Renaissance child. We seek to enrich the lives of the children through thematic instruction (formerly designed by Susan Kovalick call 'Highly Effective Teaching' and formerly 'Integrated Thematic Instruction') and a focus on visual arts, performing arts, social sciences, and science. We connect all content areas to a theme. Students complete mastery projects and oral presentations to demonstrate synthesis level knowledge. We have 17 life skills to emphasize character education and citizenship. Civic learning is a part of our program and our students connect their learning to the outside world.

LdV is a parent participation school dedicated to supporting the whole child. LdV is dedicated to offering support for growth mindset, coping skills for stress, mental health issues and absenteeism. (In the fall of 2018, our chronic absence levels have increased from 1.85% to 3.47%). Students suffering from situational depression or a formal diagnosis need support, skills, and recognition that stressors create barriers to learning. Children feeling stress can be likened to students demonstrated characteristics of ADHD. Further, for our middle school students may exhibit characteristics of a student with an early mental health diagnoses, including suicidal ideology, anxiety and depression. Every student comes to LdV with difference access to services and emotional-social supports.

We will not have a full time School Community Liaison (SCL) for the first time in 14 years. A part time SCL will ensure our parents have met all clearances to be on campus, we will continue to process of 8-10 field trip packets per class, tally parent participation hours, communicate school events, process new LdV families, provide resources in a weekly newsletter, and support parents with a myriad of resources. Over the last two years, LdV has realigned social capitol to prepare for this change, however ten hours, per week, are needed to support the abundance of parent participation opportunities at LdV.

SCUSD provided LdV with nine hours of noon duty supervision time. Adding one more hour, per day, allows for increased lunch time supervision that will result in a decrease of absenteeism by provider a safe campus and positive climate.

School operation materials, contracts and supplies: school instructional supplies, postage, copier rental, and phone service are required for basic school operation, functionality, communication, and student resources.

## Identified Need

LdV has 886 students and statically mirrors the population average of young children dealing with stress: divorce, grieving, LGBT, mental health issues, depression, anxiety and self-worth. LdV serves 38% of students living in high poverty. LdV has three SDC programs on campus and the district visual impairment program. A counseling intern will help support our program by building a bridge with CSUS. With coordination from our school psychologist, CSUS counseling intern coordinator, and our SCUSD counseling coordinator, LdV has been included in a district MOU and is authorized to have a CSUS intern for 2019-2020. The LdV site administration team have completed extensive graduate work in counseling but that is not the certificated role of a campus administrator as we also handle discipline. LdV students need a social-emotional counseling intern for lunch time groups, small group, push in social pragmatics, and 1:1 sessions. A counseling intern and SCL will continue to promote positive school culture and help continue strong attendance, low suspension rates and overall positive climate.

Allotting ten hours a week for a part time School Community Liaison will allow for safety and security at LdV. The school will be able to ensure all background checks have been processed and documented. Field trip packets will be properly processed and distributed to teachers, parents, and the district office. Parent hours will be encouraged and processed so that we can celebrate and continue our strong parent participation program. The calendar, weekly newsletter, website, social media, and flyers will be updated and share the wonderful events on campus. Attendance, low suspension rates, and positive culture will be supported with student awards to honor our student achievement in the classroom, citizenship, special clubs, and special student awards in the community.

LdV plans to fund a noon duty hour from the first day of school though Oct. 1 to ensure we adequate lunch time supervision. In the event our enrollment numbers are as expected (886 versus 880), the district will resend this hour expenditure (LCFF L.I.\$ 2,666). The funding would be released back to the school site. In that event, LdV would like to dedicate these dollars to towards early intervention in the area of reading foundational skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our academic conferences historically demonstrate the 2-3 students, per class, would benefit from a counseling referral. Annually, we submit 10-15 crisis referrals to our Connect Center. Additionally, we have emergency plan meetings for students from mental health issues.	Attendance is reviewed at academic conferences.	Chronic absenteeism will decrease.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Counseling intern two days a week two serve: four lunch time groups (divorce, grieving, pragmatics), two push in SDC social pragmatics classes, and serve 20 students (based on teacher, administrator or parent referral). From former partnerships with National University, our school has created case lists, need assessment, parent permission form, parent letter and referral form.</p> <p>General Fund \$7,200.</p>	<p>Student referrals demonstrate need.</p>	<p>Absenteeism will decrease and referred students will maintain or improve academics.</p>
<p>SCL: support communication, attendance, parent participation, parent classes and school safety.</p> <p>General Fund \$10,000.</p>	<p>Community referrals, access to enrichment, and parent empowerment will lead to improved attendance.</p>	<p>Attendance at school will improve, parent at attendance at meetings will improve, and attendance for student participation in enrichment will improve.</p>
<p>Noon duty aide to support safety.</p> <p>General Fund: \$2666.00</p>	<p>Safety leads to improved attendance.</p>	<p>Chronic absenteeism will improve.</p>

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

### Strategy/Activity 1

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

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

Counseling Intern: Tier III students not developing socially and emotionally may benefit from having consistent access to a counseling intern. With coping skills and understanding one's emotional issues, stress factor, and characteristics consists with a mental health diagnosis a student may have less campus disruptions, improved attendance and improved grades.

SCL: support communication, attendance, parent participation, parent classes and school safety. ALL students supported by this position and extra support available for students who need additional help and families who need access to community and site support.

Securing instructional materials, copier agreement, postage, and phone service allows the school system to function and for students to have the basic supplies and supports necessary. This is Tier III, universal support, to support all students.

**Strategy/Activity**

Counseling intern two days a week two serve: four lunch time groups (divorce, grieving, pragmatics), two push in SDC social pragmatics classes, and serve 20 students (based on teacher, administrator or parent referral). From former partnerships with National University, our school has created case lists, need assessment, parent permission form, parent letter and referral form. General Fund \$7,200.

SCL: support communication, attendance, parent participation, parent classes and school safety. General Fund \$10,000.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,666	LCFF Low Income
17200.00	Other

**Strategy/Activity 2**

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

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

Noon duty aide leads to additional supervision and support campus safety.

**Strategy/Activity**

Noon duty aide supervision and training supports all students with a sense of belonging and safety at recess time. Our noon duty aides meet with our Assistant Principal and have mandated reporter training.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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# Annual Review

## SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

Counseling verification of hours and success- to record student learning, pre-post survey, attendance, referrals and suspensions.

SCL verification- process parent clearances, process field trips, process enrollment so that school remains at capacity, communicate school events and resources.

Noon Duty aide- reduce injury and office visits with increased supervision for proactive monitoring of nsafe bevaior

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	317,521.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF Low Income	\$85,700	0.00
LCFF EL	\$14,038	0.00

# School Site Council Membership

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

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

Name of Members	Role
Devon Davis	Principal
Tiffany Ballard	Other School Staff
Jane Walton	Classroom Teacher
Deborah Dodd	Classroom Teacher
Debbie Keller	Classroom Teacher
Dave O'Toole	Parent or Community Member
Jason Weiner	Parent or Community Member
Kris Williams	Parent or Community Member
Sarah Lillis	Parent or Community Member
Tom Proulx	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

Other: PTC, Faculty, Parent Forums, LdV Faculty

Other:

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2019.

Attested:

Principal, Devon Davis on

SSC Chairperson, Dave O'Toole on