School Year: **2019-20**

# 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 |
|---|---|---|---|
| Phoebe A. Hearst Elementary School | 34-67439-6034227 | 5/2/19 | |

## 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**

School Site Council, community members, and staff met regularly (monthly) and reviewed our data points, analyses, resulting goals, and final plans.

# 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

Grade level teams will use John Hattie's Visible Learning and principles from CCI to generate and analyze student data; they will use said data to monitor student progress and make adjustments to instructional practices and curricular choices throughout the year with the goal of improving each student during 2019-20 in ELA.

## Identified Need

1. DOCUMENT NEEDS ASSESSMENT
The majority of 5th and 6th graders do not grow at an acceptable rate (acceptable rate defined as an effect size greater than .35). In this study, this has been an issue for four years, as 2014 was a baseline year for our data. If we are going to continue growing each year, we will need to address what we do in our instructional practice to enrich those students who have already met grade level standards. Our hypothesis is that if we improve the way we systematically track grade-level achievement (and above) throughout the year, we will we see sustained and consistent growth on the CAASPP.    Specifically, 34.36% of 4-6th graders are not on-track for grade-level readiness, including 43% (43 of 100) for GATE Identified students.

2. DOCUMENT PROBLEM STATEMENT
Using the baseline dependent effect size averages, we have a measurable deficiency in our student outcomes for ELA, grades 4-6, including all students whose baseline DFM was at 50 or above. We also know that the majority of our students score in this range, so we have a densely populated group with which to work.    Specifically, 34.36% of 4-6th graders are not on-track for grade-level readiness, 43% (43 of 100) for GATE Identified students.

3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE
Teachers lack professional capacity to use formative assessment data to inform instruction.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Effect size for all 4th graders for 2019-2020 CAASPP exam. | Year 1 Distance from Met (Scaled Score) per student. | Growth of .2 effect size per student after 2020 CAASPP administration. |
| Effect size for all 5th graders for 2019-2020 CAASPP exam. | Year 1 Distance from Met (Scaled Score) per student. | Growth of .2 effect size per student after 2020 CAASPP administration. |
| Effect size for all 5th graders for 2019-2020 CAASPP exam. | Year 1 Distance from Met (Scaled Score) per student. | Growth of .2 effect size per student after 2020 CAASPP administration. |

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 4th through 6th graders.

Strategy/Activity

1. DOCUMENT IMPROVEMENT AIM
Increase by .2 the effect size of Year 2 growth for 4th through 6th graders ELA for those students who scored better than +50 Distance from Met in their Baseline Year.

2. DOCUMENT HIGHEST PRIORITY CHANGE IDEA
Plan for release days for intermediate grades in order to: calibrate writing expectations, evaluate student work, generate data and use that data to inform instructional practices moving forward. Plan for instructional walkthroughs and peer observations with a focus on engagement, differentiation, and teacher-to-student feedback, student-to-teacher feedback, and student-to-student feedback.

3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

| Action | Tenet | Owner | Targeted Completion Date | Milestone |
|---|---|---|---|---|
| 3 full-day release days for each teacher in grades 4-6 to analyze student data and adjust instruction. | Curriculum and Instruction | Principal, Teachers | 06/01/2020 | 2 release days completed by the end of the 2nd trimester for all grade levels. |
| Collaborative intermediate grading criteria and rubrics for genre writing and performance tasks. | Curriculum and Instruction | Teachers | 06/01/2020 | Rubrics and criteria standardized and shared by the end of the first month of school. |
| Identify 'at-risk' students and assign to after school tutoring program based on initial baseline data from the first release day. | Curriculum and Instruction | Teachers | 06/01/2020 | Evidence of academic growth in targeted areas after first tutoring cycle (6 weeks). |

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

| Amount(s) | Source(s) |
|---|---|
| 10,500 | 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.

Overall, the implementation of improvement science was only successful for a handful of grade level teams. For those successful groups, teams had multiple release days, sessions for data analysis, and peer review of student work and best practices.

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

Less than the intended dollar amount was spent on account of inconsistent participation from all grade level teams.

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.

None to mention.

# 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

Grade level teams will use John Hattie's Visible Learning and principles from CCI to generate and analyze student data; they will use said data to monitor student progress and make adjustments to instructional practices and curricular choices throughout the year with the goal of improving each student during 2019-20 in Math.

## Identified Need

The majority of 5th and 6th graders do not grow at an acceptable rate (acceptable rate defined as an effect size greater than .35). In this study, this has been an issue for four years, as 2014 was a baseline year for our data. If we are going to continue growing each year, we will need to address what we do in our instructional practice to enrich those students who have already met grade level standards. Our hypothesis is that if we improve the way we systematically track grade-level achievement (and above) throughout the year, we will we see sustained and consistent growth on the CAASPP.    Specifically, 34.36% of 4-6th graders are not on-track for grade-level readiness, including 43% (43 of 100) for GATE Identified students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Effect size for all 4th graders for 2019-2020 CAASPP Math exam. | Year 1 Distance from Met (Scaled Score) per student. | Growth of .2 effect size per student after 2020 CAASPP administration. |
| Effect size for all 5th graders for 2019-2020 CAASPP Math exam. | Year 1 Distance from Met (Scaled Score) per student. | Growth of .2 effect size per student after 2020 CAASPP administration. |
| Effect size for all 6th graders for 2019-2020 CAASPP Math exam. | Year 1 Distance from Met (Scaled Score) per student. | Growth of .2 effect size per student after 2020 CAASPP administration. |

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 4th through 6th graders.

Strategy/Activity

Plan for release days for intermediate grades in order to: calibrate writing expectations, evaluate student work, generate data and use that data to inform instructional practices moving forward. Plan for instructional walkthroughs and peer observations with a focus on engagement, differentiation, and teacher-to-student feedback, student-to-teacher feedback, and student-to-student feedback.

**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) |
|---|---|
| 3333 | 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)

4th through 6th grade students.

Strategy/Activity

Collaborative intermediate grading criteria and rubrics for math items and performance tasks during release days.

**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) |
|---|---|
| 3906 | LCFF Low Income |

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

4th through 6th graders.

Strategy/Activity

Identify 'at-risk' students and assign to after school tutoring program based on initial baseline data from the first release day.

**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) |
|---|---|
| 3334 | LCFF Low Income |

# 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

The school will offer an afterschool tutoring program for kinder, the primary grades, and the intermediate grades to support students who are struggling. Teachers will recommend, at most, two students per month, providing a plan for what needs review as well as the necessary materials.

### Identified Need

Students who are struggling in any quantifiable area, with special emphasis on fundamental reading skills and benchmark skills.

### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Fundamental reading skills, benchmark skills, fine motor skills. | Data points determined by diagnostic testing. | Measured improvement in designated area as determined by tutoring team. |

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

Strategy/Activity

Teacher-directed hour-long tutoring session, twice weekly, per grade level.

### 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) |
|---|---|
| 5000 | 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)

All EL Students

Strategy/Activity

Targeted weekly reading intervention for English Language Learners in need of remediation in kinder and first 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) |
|-----------|-----------|
| 776 | LCFF EL |

## Strategy/Activity 3

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

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

| All Students |
|--------------|

Strategy/Activity

| Instructional Materials as needed for remediation program. |
|-----------------------------------------------------------|

**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) |
|-----------|-----------|
| 5000 | 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.

| Not all grade levels tutored with the same frequency throughout the year. The most successful implementation of the tutoring program was in kindergarten, owing to their diverse offerings. |
|---|

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

| Fewer dollars we spent than allocated to the per diem tutoring hours because of inconsistent implementation. |
|---|

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.

| None to mention. |
|---|

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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)

Strategy/Activity

**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) |
|---|---|
| 0 | N/A |

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

All Students

Strategy/Activity

**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) |
|---|---|
| | LCFF Low Income |

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

Strategy/Activity

### 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) |
|---|---|
| | N/A |

# Goals, Strategies, & Proposed Expenditures

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

# Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 6

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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)

Strategy/Activity

**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) |
|---|---|

# 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 | 31,849.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF Low Income | $31,073 | 0.00 |
| LCFF EL | $776 | 0.00 |
| Title I Part A | | |

# 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

7 Parent or Community Members

| Name of Members | Role |
| --- | --- |
| Nathan McGill | Principal |
| Yuliya Vathis | Other School Staff |
| Jeanine Rupert | Classroom Teacher |
| Carrie Relles | Classroom Teacher |
| Amanda Blackwood | Classroom Teacher |
| Desiree Pierson | Other School Staff |
| Daniel Conway | Parent or Community Member |
| Lisa-Marie Mederos | Parent or Community Member |
| Eduardo Aguilar | Parent or Community Member |
| Sarah Z'Berg | Parent or Community Member |
| Sarah Wagner | Classroom Teacher |

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:
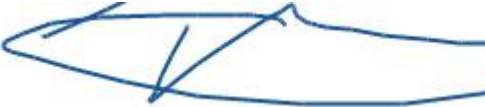
| Signature | Committee or Advisory Group Name |
|---|---|
| | Other: Parent Teacher Organization |
| | Other: |

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 3/17/16.

Attested:

| | |
|---|---|
| | Principal, Nathan McGill on 5/2/19 |
| | SSC Chairperson, Eduardo Aguilar on 5/2/19 |